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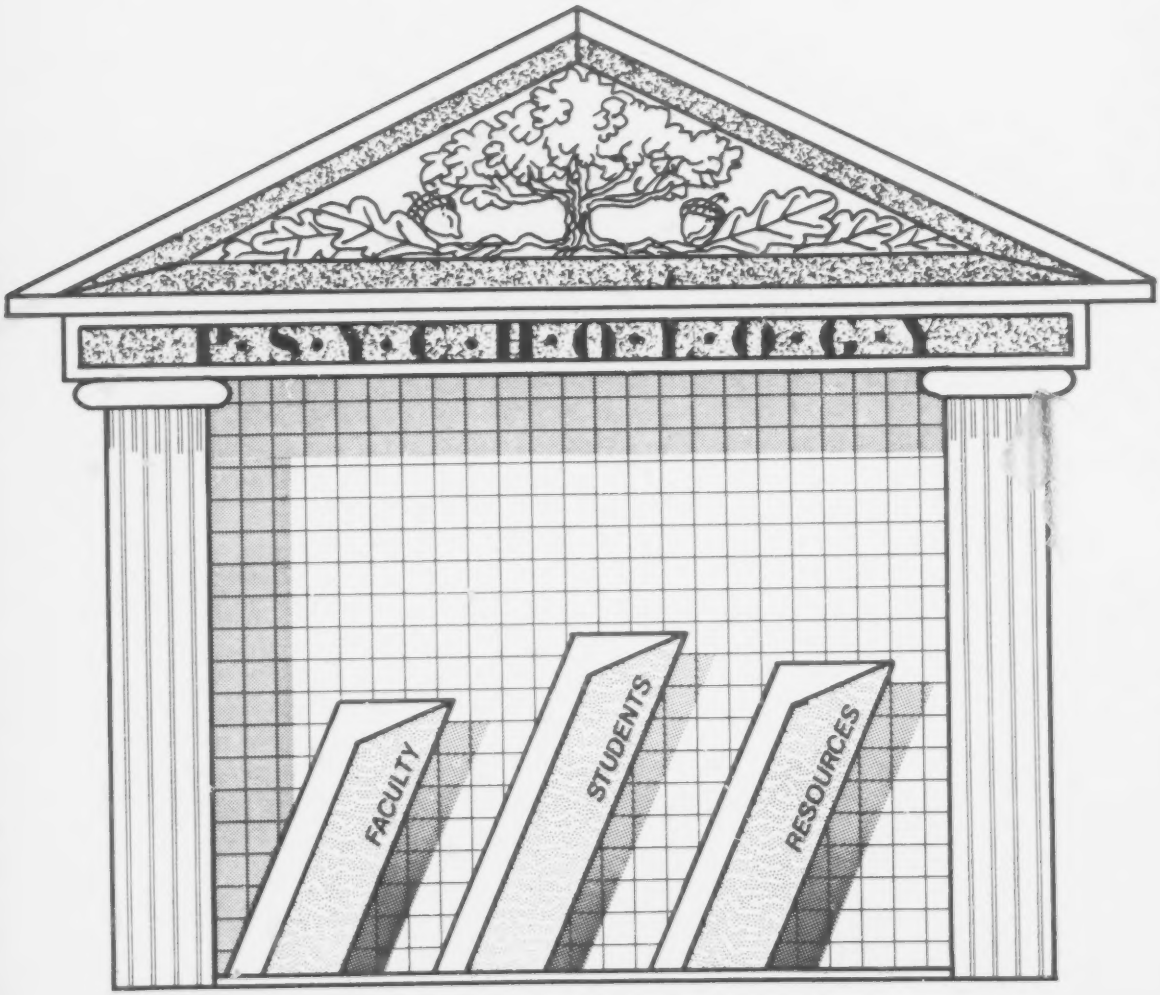
1988-89 Characteristics

of Graduate Departments of Psychology



CHARACTERISTICS OF GRADUATE DEPARTMENTS OF PSYCHOLOGY: 1988-89

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February 1991

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Education Directorate
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ACKNOWLEDGEMENTS

The 1988-89 Survey of Graduate Departments of Psychology was conducted with the support, counsel and cooperation of the Council of Graduate Departments of Psychology, its Executive Board, and individual department chairs. National Council of Schools of Professional Psychology members provided valuable input in the design of the section on face-to-face interviews. This report was prepared by APA's Office of Demographic, Employment and Educational Research, Education Directorate. We gratefully acknowledge the support of Raymond D. Fowler, Chief Executive Officer of APA. Michelle Turner receives our thanks for her efforts and careful attention to detail in preparing this report. Denyse Fritz was responsible for all graphics and desktop publishing.

As always, without the active cooperation of the department chairs in completing the questionnaire, this report would not be possible and we wish to thank each one of them for responding to this year's survey.

HIGHLIGHTS

- In 1988-89, graduate departments of psychology primarily were staffed by full-time faculty. Master's departments were somewhat less likely to be staffed by full-time faculty than were doctoral departments.

- One fourth of all full-time faculty in graduate departments of psychology were women. Five percent were ethnic minorities, with African-Americans comprising the largest single ethnic minority group.

- Over one-third of all full-time faculty were in a health service provider subfield.

- The majority (76%) of full-time faculty were tenured. Forty-six percent of faculty were Full Professors, 30% were Associate Professors, 21% were Assistant Professors, while 2% were Lecturers/Instructors.

- More than half (55%) of all women full-time faculty were tenured in 1988-89 compared to 80% of their male colleagues. Women accounted for 19% of all tenured faculty, 44% of tenure-track faculty, and 45% of faculty in non-tenure-track positions. Corresponding figures for 1980-81 were 14%, 35% and 41%.

- Women were significantly less likely than men to be Full Professors (24% vs 57%). In 1988-89 women comprised 13% of Full Professors, 29% of Associate Professors, 46% of Assistant Professors and 54% of Lecturers/Instructors. Improvement has occurred since 1980-81 when 19% of all Associate Professors and 35% of all Assistant Professors were women.

- The number of ethnic minorities on full-time faculties has shown little change in the last ten years. Ethnic minorities represented 4% of tenured faculty, 11% of tenure track and 12% of non-tenure-track faculty in 1988-89. They comprised a little more than 3% of Full Professors, almost 6% of Associate Professors, and 11% of Assistant Professors.

- Newly appointed individuals accounted for 7% of all full-time faculty in 1988-89. Over two-thirds were hired as Assistant Professors and 40% were in the health service provider subfields. Women accounted for 46% of all new appointments while members of minority groups comprised 13% of new appointments.

- The highest median number of tenured full-time faculty was found in doctoral departments in public institutions (17). The median number of tenured full-time faculty in doctoral departments was twice that found in master's departments (15 vs. 7).

- Seventy-four percent of full-time faculty in the typical graduate department of psychology were tenured. As was true last year, almost half of all graduate departments indicated that over 75% of their faculty were tenured, and one of every ten (11%) was entirely populated by tenured faculty.

- Costs associated with new hires revealed few unexpected trends. Predictably, costs associated with hiring Full Professors were higher than those for Associate or Assistant Professors; and doctoral departments incurred higher costs than did master's departments. Some of the observed between-field differences may be due to greater competition for fewer faculty, or the greater costs for equipment and materials associated with certain areas of research.

- Sixty-two percent of all full-time doctoral students received some type of financial support (e.g, tuition assistance, research assistantship, or fellowship), compared to less than a third (28%) of full-time master's students. Only 14% of all part-time doctoral students and 4% of all part-time master's students received any financial support from their departments.

- The majority of graduate programs did not require a face-to-face interview with applicants before the decision to accept was made. In those programs requiring a face-to-face interview, responsibility rests with faculty. Programs with a health service provider emphasis were less likely than other types of programs to appoint a specific individual faculty member to this task. Most departments that require the face-to-face interview did not reimburse the applicant for any costs associated with the interview. Although the percentages were small, departments did respond affirmatively to questions on the use of phone interviews, arranging formal interviews for applicants who had plans to visit, and encouraging visits by applicants. Master's programs were somewhat less likely than doctoral programs to utilize these techniques.

- Not surprisingly, those fields experiencing low or no growth in the past ten years displayed higher acceptance rates (ratio of acceptances to applications) than fields that have expanded. Data indicate that, in most cases, the departments enrolled at least half of the students they had accepted. In general, the health service provider subfields have expanded while some of the more traditional research subfields have not gained and have declined. Subfields with the potential for application (e.g., industrial/organizational psychology) have grown, as have those in which new developments have occurred (neurosciences and biological applications, artificial intelligence).

- Over half of the doctoral students who began a course of study in 1982 had completed their graduate work and had been awarded a degree by their programs. Based on the proportion of students who left without completing the degree, attrition was somewhat higher in public than in private institutions.

- Just over half (55%) of all full-time doctoral students and master's students (57%) were receiving training in the health service provider fields in the fall of 1988-89. At least 25% of all full-time

doctoral students in the health service provider subfields were located in a professional school.

- At least 15% of all full-time doctoral students were located in professional schools of psychology, while 28% of part-time doctoral students were enrolled in these schools.

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BACKGROUND

For more than ten years, the American Psychological Association (APA) and the Council of Graduate Departments of Psychology (COGDOP) have surveyed graduate departments of psychology in the United States and Canada in order to provide broad, systematic data on the graduate faculty, student body and programmatic characteristics of psychology.

The initial impetus for these surveys was a need for up-to-date information on graduate education in psychology that would be useful in providing an overall picture of graduate study in the discipline and in detecting changes over time in the condition of this enterprise (e.g., changes in enrollments, demographics, and economic status of the professoriate). Indeed, the results of previous surveys have proved their utility in these areas. Further, the data allow a more in-depth look at the components of the graduate education and training system in psychology... this is not often possible using data from other national surveys which include a large number of disciplines (e.g., National Science Foundation 1988; Syverson and Robinson, 1987). Finally, the data are used by a variety of decision makers both inside and outside academic settings, in formulating policies that affect psychology students, faculty, and programs.

The 1988-89 Survey of Graduate Departments of Psychology (i.e., the Departmental Survey) addressed several topics: (a) faculty characteristics; (b) faculty and administrative salaries; (c) faculty size, tenure, and appointment policies; (d) costs associated with hiring new faculty; (e) graduate student enrollments; (f) student financial support; (g) departmental policies with respect to face-to-face interviews; (h) applications, acceptances and enrollments of graduate students; and (i) attrition of doctoral and master's students.

Survey Procedures

In March 1988, the Departmental Survey was mailed to all U.S. and Canadian graduate departments of psychology listed in the 1988 edition of Graduate Study in Psychology and Associated Fields (APA, 1988), plus members and affiliates of the National Council of Schools of Professional Psychology (NCSPP). Two follow-up mailings occurred in April and May, and in late May and early June, telephone calls were made to chairs urging participation.

Response Rates

Of the 630 departments surveyed, 424 responded, yielding an overall response rate of 67%. More detailed information on the responses for various subgroups of departments are available in Table B-1 in Appendix B. As was true last year, over 2/3 of all U.S. departments and 55% of Canadian departments responded to the survey. Almost three fourths of doctoral departments in the U.S. responded, compared to only 59% of the master's-level departments.

Response rates for U.S. doctoral and master's psychology departments were substantially higher (84% and 67%, respectively) than those obtained for other departments (e.g. educational psychology and counselor education).

Notes and Caveats

In reading this report, four important considerations must be kept in mind. These concern: (1) the population surveyed, i.e., "graduate departments of psychology" and its composition; (2) the use of specific terms to describe various characteristics or subgroups; (3) the representativeness of the results; and (4) the practice of reporting respondent data rather than population estimates.

The population of interest. Graduate education and training in psychology occurs in a wide range of traditional and nontraditional academic settings. The population of interest in this survey included all academic units listed in Graduate Study in Psychology and Associated Fields as offering a graduate degree in psychology or in a closely related field (e.g., human development or research and evaluation). This meant that a diverse group of administrative units was represented among the survey recipients, including departments of psychology in universities, divisions or programs within traditional departmental structures, and free-standing schools of professional psychology.

In psychology, there may be multiple units operating graduate programs at the same academic institution. For example, one university may have graduate psychology programs in three different settings -- a department of professional psychology, a department of psychology and a department of educational psychology in the school of education. Each of these units was included in the list of survey recipients.

Academic units with graduate programs in psychology also may have different names, ones that are not necessarily synonymous with program areas. For example, a degree program in counseling psychology may be found in a department of psychology, a department of educational psychology, or a department of counseling psychology and higher education. Most departments (two thirds of those surveyed) award degrees in several areas of psychology. However, the remaining third either have programs only in a few subfields of psychology (e.g., a department of educational psychology with programs in school and educational psychology) or have programs in a field closely related to psychology (e.g., human development, social ecology, or health behavioral research).

Given this population, some caution should be exercised in comparing the results of the Departmental Survey with other major national surveys that report data on psychology faculty and graduate students (e.g., National Science Foundation, 1988a; Syverson and Robinson, 1987). The major reason centers around how "psychology" is defined by the various surveys. For example, the Council of Graduate Schools survey classifies "educational psychology" and "school psychology" under the major field "education" rather than "psychology." These differences in classification schemes may lead to varying results across the individual surveys.

Terms used in the report. For ease of reading, the term "graduate department of psychology" is often used throughout this report in referring to the different types of administrative structures and programs previously described. Similarly, the term "department chair" encompasses department chairs, department heads, deans of professional schools, and so forth. When comparisons are made among various types of departments (e.g., "psychology departments" vs. "educational psychology departments"), the assignment of a department to a particular category of "departmental type" is based on its formal name.

Selected analyses in this report present comparisons for two major subfield groupings in psychology. The first comprises clinical, counseling, and school psychology plus other subfields that train students for licensure to provide health/mental health services. We have designated these as the "practice" or "health service provider" subfields, given their common practice component. Incorporated in the second major area are those subfields whose primary career orientation has focused on teaching, research, and other non-practice related activities, e.g., developmental, educational, experimental, industrial/organizational, and social psychology. These have been designated as "non-practice" or "non-health service provider" subfields.

We recognize that these labels are not fully descriptive and that there is often considerable overlap across these two clusters. For example, many programs in the "health service provider" subfields also train their students for teaching and research careers, and for some, research training may be the primary emphasis. Nevertheless, in looking at the characteristics of faculty and students and determining shifts over time, this categorization scheme is useful, primarily because these two areas are often affected by different factors (e.g. federal predoctoral training support policies, pressures exerted by outside groups such as state licensing boards, and the marketability of graduates).

Representativeness of the results. In reading the results, the appropriate response rate should always be consulted. As previously mentioned, two thirds of the departments responded to the survey, with the result that the results may be affected in some way by nonrespondent bias.

A comparison of respondents and nonrespondents revealed few major differences. For example, 67% of doctoral respondents were in public institutions vs. 59% of the nonrespondents. Master's departments responding to the survey however, were only slightly more likely to be in public institutions (70% vs. 63% of the nonrespondents). Respondents and nonrespondents also differed little with regard to geographic location; one minor exception was that there was a higher percentage of nonresponding departments in the Middle Atlantic region (22% of the doctoral nonrespondents vs. 17% of respondents, and 22% of the master's nonrespondents vs. 15% of the respondents).

Based on the response rates it does appear that the results are representative of those units responsible for the bulk of graduate training in psychology in the United States, particularly in terms of doctoral programs. Eighty five percent of U.S. doctoral psychology departments, the chief source of U.S. doctorate recipients in psychology and graduate faculty, responded to the survey. However, in terms of graduate training at the master's level, 67% of the psychology departments responded, and nonrespondent bias may be more of an issue at this level.

The 406 U.S. departments responding to the survey and providing enrollment data reported 19,234 full-time doctoral students, 2,707 part-time doctoral students, 9,429 full-time master's students, and 7,893 part-time master's students--a total of 39,263 students. Based on enrollments reported in Graduate Study in Psychology and Associated Fields 1988 (APA, 1988), these figures represent approximately 86% of all full-time doctoral students, 49% of all part-time doctoral students, 61% of all full-time master's students, and 67% of all part-time master's students. Overall, the data reported on graduate student enrollments include about 71% of all doctoral and master's students in psychology.

Responding departments also contained the majority of graduate faculty in psychology, especially those in doctoral programs. The 434 U.S. departments that responded to the survey and provided data on faculty characteristics reported a total of 7,092 full-time faculty and 882 part-time faculty. Responding Canadian departments provided data on 530 full-time and 82 part-time faculty. Based on the number of faculty reported by department chairs in Graduate Study in Psychology and Associated Fields, 1988 (APA, 1988), these figures represent 77% of full-time and 46% of part-time faculty in U.S. departments; for Canadian departments, the figures are 59% and 64% respectively. Thus, the results on faculty characteristics and salaries appear reasonably representative of full-time graduate faculty in psychology. The survey data on part-time faculty are more suspect; consequently, analyses of faculty characteristics in this report are restricted to full-time faculty.

Reporting of respondent data. No attempt has been made in this report to extrapolate the results to include nonrespondents. The numbers presented in the following tables are based on departments that responded to the survey; they are not estimates of the population. Most tables simply report the percentage of departments that provided information for a specific question of interest. Others report the number of faculty or students aggregated across responding departments. In neither case should the actual numbers reported be considered as estimates of the population; however the percentages for various characteristics can be viewed as reasonably precise, particularly for doctoral departments.

Structure of the Report

Tables in this report present analyses contrasting U.S. and Canadian departments, and within the U.S. departments, focus on comparisons of departments by highest degree granted (doctoral vs. master's) and type of institution (public vs. private). Information on Canadian departments by degree level is rarely discussed because 14 (77%) of the 18 responding departments were doctoral departments. Comparisons among all different types of departments (e.g., psychology, counseling, educational psychology) typically are not made due to the small number of respondents in some categories, and because other factors (highest degree offered and type of institution) often exert greater influence on student and faculty characteristics.

FACULTY CHARACTERISTICS

Graduate departments of psychology primarily are staffed by full-time faculty. In 1988-89, between 84% and 85% of the faculty in both U.S. and Canadian doctoral departments were full-time, while 10% of the faculty in U.S. departments and 14% of the faculty in Canadian departments were part-time. Master's departments in the U.S. were slightly more likely to rely on part-time staff than were doctoral departments (14% vs 10%). Part-time faculty were more prevalent in graduate departments in private colleges and universities.

Demographic Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. As shown in Table 1, in 1988-89, one fourth of all faculty in U.S. graduate departments of psychology were women. This percentage remains much higher than those found in many other scientific fields (Vetter, 1989; Lane, 1990.) Approximately five percent were minorities, with African Americans constituting the largest ethnic minority group.

One fifth of faculty were in clinical psychology alone, while over one third of full-time faculty were working in a health service provider subfield. This concentration in practice related subfields was not surprising given that the majority of enrollments were found in these fields (i.e., clinical, counseling, school).

The vast majority of faculty held a doctorate and just over three fourths of these individuals received their degrees after 1965.

Faculty in Canadian graduate departments of psychology. Table 1 indicates that almost one fourth of full-time faculty were women, about 4% were ethnic minorities, particularly Asian/Pacific Islander. Similar to findings for the U.S., the largest single percentage of Canadian faculty was in clinical psychology (20%). Next most frequently reported subfields were social psychology, developmental psychology, experimental psychology and cognitive psychology.

Table 1

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1988-89

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=189) %	Private (N=96) %	All (N=285) %	Public (N=108) %	Private (N=41) %	All (N=149) %	(N=434) %	(N=17) %
Total faculty:	4,009	1,430	5,439	1,402	251	1,653	7,092	530
Sex:								
Men	76	72	75	75	69	74	75	76
Women	24	28	25	24	31	26	25	24
Not specified	<1	0	<1	<1	0	<1	<1	0
Race/ethnicity:								
White	95	91	94	93	97	94	94	96
Black	3	4	3	3	2	3	3	<1
Hispanic	1	2	1	1	1	1	1	<1
Asian	1	1	1	2	<1	2	1	3
American Indian	<1	<1	<1	<1	0	<1	<1	0
Not specified	<1	2	<1	<1	0	<1	<1	0
Subfield:								
Health service provider								
Clinical	20	30	23	20	23	20	22	20
Community	1	1	1	2	1	1	1	2
Counseling	8	7	8	8	7	8	8	4
School	4	2	4	5	4	5	4	2
Other provider subfields	2	1	1	1	2	1	1	<1
Research and other specialties								
Cognitive	6	8	7	4	4	4	6	7
Comparative	1	<1	<1	1	1	1	1	1
Developmental	9	10	10	10	10	10	10	11
Educational	4	2	4	5	<1	4	4	3
Engineering	<1	<1	<1	<1	0	<1	<1	0
Experimental	11	7	10	13	17	14	11	11
General	1	1	<1	3	1	3	1	0
Health	<1	2	<1	<1	<1	<1	1	1
Industrial-organizational	4	2	4	6	5	5	4	2
Neurosciences	2	2	2	1	1	1	2	3
Personality	2	2	2	2	3	2	2	3
Physiological	3	4	4	4	4	4	4	5
Psycholinguistics	<1	<1	<1	<1	0	<1	<1	1
Psychometrics	1	1	1	1	0	<1	1	1

(Continued)

Table 1 (Continued)

Demographic Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1988-89

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=189) %	Private (N=66) %	All (N=255) %	Public (N=108) %	Private (N=41) %	All (N=149) %	(N=434) %	(N=17) %
Total faculty:	4,009	1,430	5,439	1,402	251	1,653	7,092	530
Subfield (continued):								
Psychopharmacology	<1	<1	<1	<1	<1	<1	<1	2
Quantitative	2	1	2	2	1	2	2	2
Research methods	1	1	1	1	1	1	<1	2
Social	10	10	10	8	14	9	10	12
Systems and history	<1	<1	<1	1	0	<1	<1	<1
Other (e.g., ecological, psychophysics, or human factors)	4	3	4	2	1	1	3	3
Other, not in psychology (e.g., special education)	1	1	1	1	<1	1	1	0
Not specified	<1	<1	<1	<1	1	<1	<1	0
Highest degree:								
Doctorate	99	99	99	96	96	96	98	95
Master's/other degree	1	1	1	4	4	4	2	5
Not specified	0	<1	<1	<1	0	<1	<1	0
Year of doctorate (for doctoral level faculty only):								
1960 or before	1	2	2	<1	0	<1	1	1
1961-1965	4	6	5	1	3	2	4	2
1966-1970	7	7	7	3	4	4	6	7
1971-1975	14	10	13	10	8	10	12	14
1976-1980	19	15	18	23	14	22	18	21
1981-1985	16	16	16	21	26	22	18	22
After 1985	14	17	15	13	19	14	15	13
Not specified	13	16	14	11	14	12	13	11
	7	7	7	7	9	7	7	5
	4	4	4	9	4	8	5	3

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Ninety-five percent of faculty had doctorates and just over seventy-five percent of these individuals earned their doctorates after 1965.

Employment Characteristics of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 2 illustrates that the majority of faculty in U.S. departments were tenured. This is particularly true for those in public institutions. Within the past three years the proportions of tenured and tenure-track faculty have risen while proportions of those not tenured and not on the tenure track have declined. Some of these changes, particularly those for tenured and tenure-track may be due to the fact that the percent "not specified" has decreased markedly in the last 4 years.

Doctoral and Master's departments in private colleges and universities had the highest percentages of faculty in non-tenure-track positions. Among doctoral programs, the inclusion of free-standing schools of psychology contributed to this. As a rule, these schools do not operate on a traditional tenure system.

Almost half of all full-time faculty in U.S. graduate departments were full professors and half of these individuals had held this rank for 12 or more years. The highest proportions of full professors were found in public institutions in both doctoral- and master's-level departments. The highest proportions of assistant professors were found in private institutions in both master's - and doctoral-level departments.

Faculty in Canadian departments of psychology. Data in Table 2 indicate that eighty-five percent of Canadian faculty had achieved tenure in 1988-89, with a small minority in non-tenure-track positions (6%). In contrast to faculty in U.S. graduate departments, there were almost equal percentages at the ranks of full and associate professor (about 40% each), while 15% were at the rank of assistant professor.

Characteristics of New Appointments

New appointments to full-time faculty accounted for 7% of all full-time faculty in U.S. graduate departments of psychology in 1988-89. The corresponding percentage for Canadian departments was 4%.

Women accounted for 46% of all full-time new appointments, while members of minority groups accounted for 13% of new appointments to graduate departments of psychology.

New appointments in U.S. graduate departments of psychology. Almost two thirds of all new full-time hires in U.S. graduate departments of psychology were tenure-track, while a little over one fifth involved faculty slots that were not on the tenure track. As was true last year, 11% were appointed to tenured positions, most of which were located in doctoral departments. Over two thirds of the new appointments were made at the rank of assistant professor.

Table 2

Employment Characteristics of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology: 1988-89

Characteristic	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public (N=189) %	Private (N=96) %	All (N=285) %	Public (N=108) %	Private (N=41) %	All (N=149) %	(N=434) %	(N=17) %
Total faculty:	4,009	1,430	5,439	1,402	251	1,653	7,092	530
Academic rank and years in rank:								
Full professor								
At least 12 years	27	22	25	19	16	18	24	18
6-11 years	14	12	13	16	10	15	14	11
3-5 years	6	5	5	7	7	7	6	7
Less than 3 years	6	6	6	6	6	6	6	7
All years	52	43	50	47	39	46	49	43
Associate professor								
At least 6 years	14	13	14	16	17	16	14	26
3-5 years	6	8	7	7	8	7	7	6
Less than 3 years	7	8	7	7	10	7	7	7
All years	28	28	28	29	34	30	28	39
Assistant professor								
At least 3 years	8	11	9	10	13	10	9	8
Less than 3 years	12	12	12	11	13	11	12	7
All years	19	23	20	20	26	21	20	15
Lecturer/Instructor								
At least 3 years	1	1	1	<1	<1	<1	<1	<1
Less than 3 years	1	1	1	2	1	2	<1	2
All years	1	2	1	2	2	2	2	2
Not specified	<1	3	1	1	0	1	1	<1
Tenure status:								
Tenured	77	64	73	77	69	76	74	85
Not tenured, but on tenure track	20	22	20	18	23	19	20	10
Not tenured, and not on tenure track	3	13	6	4	8	5	6	6
Not specified	1	2	1	<1	0	<1	1	0
New appointment for 1988-89:	6	7	7	7	8	7	7	4

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Nearly three quarters of new appointments at the doctoral level to both tenured and tenure-track position were made by graduate psychology departments. These departments were also responsible for 56% of all new hires at the doctoral level to non-tenure-track positions; professional schools of psychology accounted for another 20%.

Just over 40% of the new appointments involved faculty in the health service provider subfields. Almost one fourth were in clinical psychology, followed by developmental psychology (9%), social psychology (8%), counseling psychology (8%) and experimental psychology (8%).

New Appointments in Canadian graduate departments of psychology. Sixty percent of the new full-time faculty appointments involved tenure-track positions, while only seven percent were to tenured positions. A little over 1/3 of the new appointments were made to non-tenure-track positions. As was true in 1987-88, the vast majority of the new appointments in 1988-89 (75%) were made at the Assistant Professor level. Almost half of the new appointments involved faculty in the health services provider subfields; half went to women, and none involved members of a racial/ethnic minority group.

Sex and Race/Ethnicity of Full-time Faculty

Faculty in U.S. graduate departments of psychology. Table 3 presents data on the sex and race/ethnicity of full-time faculty in U.S. departments of psychology. One fourth of faculty were women. Three percent were African American, one percent each were Hispanic and Asian, while less than 1% were Native American. Ethnic minorities were more highly represented among women faculty than among male faculty (8% vs 4%).

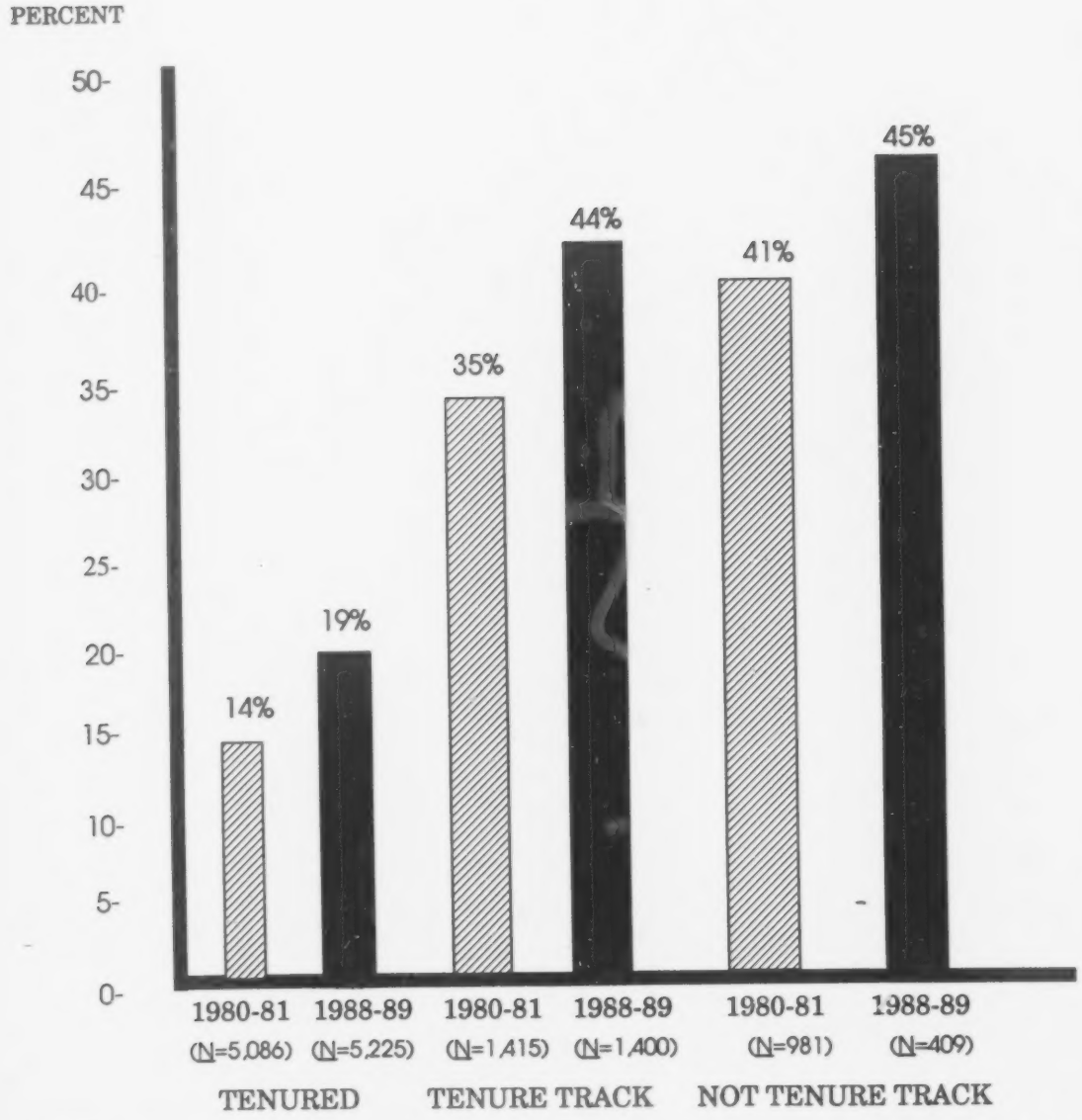
Tables 4 and 5 present data on the distributions of faculty by sex and race/ethnicity for those in the health service provider subfields as compared to those in areas that do not have a strong health/mental health services component (e.g., social and experimental psychology). Although the proportions of women and minorities in these two major field groupings were relatively similar, women and minorities tend to be slightly better represented in the health service provider subfields. There are differences in distribution within specific minority groups. Just over half of African-American and Hispanic faculty are in the health service provider subfields compared to one fourth of Asians and a little over one third of white faculty. The number of Native Americans is low; however, they were somewhat more likely to be found as faculty in the more traditional academic/research fields.

Tenure Status and Professorial Rank of Full-time Faculty by Sex

U.S. graduate departments of psychology. In 1988-89, fifty-five percent of all full-time women faculty in U.S. graduate departments of psychology were tenured, more than one third were in tenure-track positions, and ten percent were not in tenure-track positions. Table 6 indicates that the majority of full-time men faculty were tenured (80%).

FIGURE 1

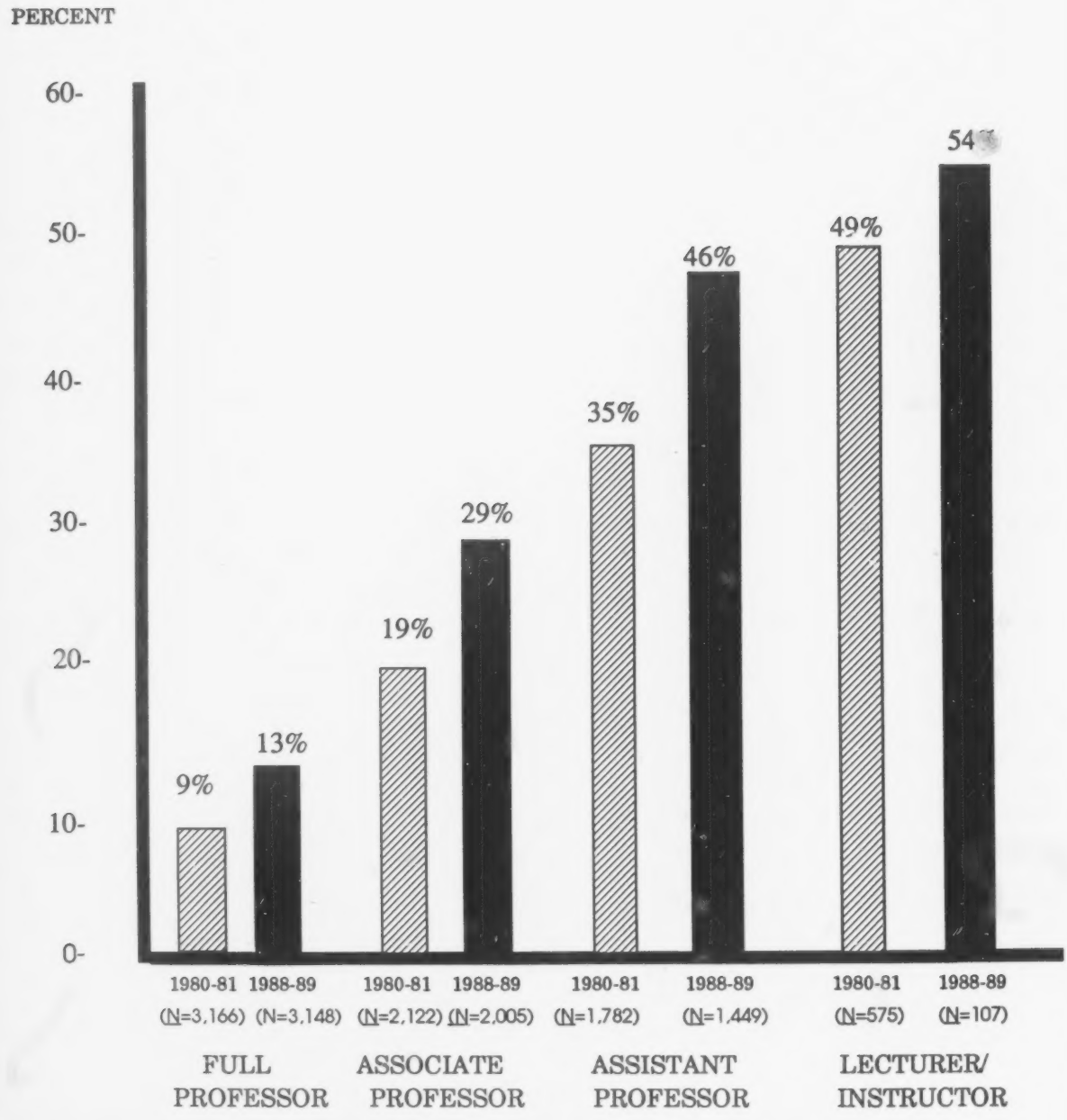
Percentage of Full-Time Faculty in U.S. Graduate Departments of Psychology Who Were Women by Tenure Status: 1980-81 and 1988-89



Source: 1980-81 and 1988-89 Surveys of Graduate Departments of Psycholgy. American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full-time faculty in each category.

FIGURE II

Percentage of Full-Time Faculty in U.S Graduate Departments of Psychology Who Were Women by Rank: 1980-81 and 1988-89



Source: 1980-81 and 1988-89 Surveys of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology. The Ns reported refer to the total number of full-time faculty in each category.

Table 3

Sex and Race/Ethnicity of Full-time Faculty in U.S. Graduate Departments of Psychology: 1988-89

Sex	Race/Ethnicity[a]						
	White (N=6,639) %	Black (N=217) %	Hispanic (N=95) %	Asian (N=98) %	Native American (N=12) %	Not Specified (N=28) %	Total (N=7,089) %
Men (N=5,295):							
Row %	95	2	1	1	<1	<1	100
Column %	76	56	63	70	75	75	75
Women (N=1,780):							
Row %	91	5	2	2	<1	<1	100
Column %	24	43	37	30	25	25	25
Not specified (N=14):							
Row %	93	7	0	0	0	0	100
Column %	<1	1	0	0	0	0	<1
Total (N=7,089):							
Row %	94	3	1	1	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 427 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are 12 faculty whose subfields were not reported. Row and column percentages may not add to 100% due to rounding.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 4

Sex and Race/Ethnicity of Full-time Faculty in Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1988-89

Sex	Race/Ethnicity[a]						
	White (N=2,394) %	Black (N=111) %	Hispanic (N=48) %	Asian (N=25) %	Native American (N=5) %	Not Specified (N=9) %	Total (N=2,592) %
Men (N=1,895):							
Row %	94	3	2	1	<1	<1	100
Column %	74	58	62	76	100	67	73
Women (N=694):							
Row %	89	7	3	1	0	<1	100
Column %	26	42	38	24	0	33	27
Not specified (N=3):							
Row %	100	0	0	0	0	0	100
Column %	<1	0	0	0	0	0	<1
Total (N=2,592):							
Row %	92	4	2	1	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 427 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Health service provider subfields include clinical, counseling, and school psychology, along with other subfields such as medical, pastoral, and rehabilitation psychology.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 5

Sex and Race/Ethnicity of Full-time Faculty in Non Health Service Provider Subfields in U.S. Graduate Departments of Psychology: 1988-89

Sex	Race/Ethnicity[a]						
	White (N=4,235) %	Black (N=104) %	Hispanic (N=47) %	Asian (N=73) %	Native American (N=7) %	Not Specified (N=19) %	Total (N=4,485) %
Men (N=3,395):							
Row %	95	2	1	2	<1	<1	100
Column %	76	56	64	68	57	79	76
Women (N=1,079):							
Row %	92	4	2	2	<1	<1	100
Column %	23	43	36	32	43	21	24
Not specified (N=11):							
Row %	91	9	0	0	0	0	100
Column %	<1	1	0	0	0	0	<1
Total (N=4,485):							
Row %	94	2	1	2	<1	<1	100
Column %	100	100	100	100	100	100	100

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 427 departments that responded to the survey and that reported data on the characteristics of their full-time faculty. Included are faculty in such subfields as developmental, educational, experimental, industrial/organizational, and social psychology, along with such subfields as biopsychology, neuroscience, and psychometrics.

[a]The categories for race/ethnicity on the survey instrument were: White (not of Hispanic origin); Black (not of Hispanic origin); Hispanic (regardless of race); Asian/Pacific Islander; American Indian/Alaskan Native; and Other.

Table 6

Tenure Status and Rank of Full-time Faculty in U.S. and Canadian Graduate Departments of Psychology by Sex: 1988-89

Rank and tenure	U.S. Departments: Doctoral (N=285)		U.S. Departments: Master's (N=147)		All U.S. Departments (N=432)		All Canadian Departments (N=17)	
	Men %	Women %	Men %	Women %	Men %	Women %	Men %	Women %
Total faculty:	4,073	1,358	1,225	422	5,298	1,780	404	126
Tenure status								
Tenured	80	54	82	56	80	55	90	67
Tenure track	15	35	14	33	15	34	6	20
Not tenure track	4	10	3	10	4	10	3	14
Not specified	1	1	<1	1	1	1	0	0
Rank and years in rank								
Full professor								
12 or more years	31	7	23	5	29	7	20	8
6-11 years	15	7	16	11	15	8	13	6
3-5 years	6	4	8	4	6	4	7	6
Less than 3 years	6	6	7	4	6	6	7	10
All years	58	25	54	23	57	24	48	29
Associate professor								
6 or more years	14	12	17	12	15	12	28	21
3-5 years	6	10	6	10	6	10	6	5
Less than 3 years	6	11	6	10	6	11	6	11
All years	26	34	30	31	27	33	40	37
Assistant professor								
3 or more years	7	14	8	17	7	15	6	13
Less than 3 years	9	22	7	22	8	22	6	12
All years	15	37	15	39	15	37	11	25
Lecturer/Instructor								
3 or more years	<1	2	<1	<1	<1	1	<1	2
Less than 3 years	1	1	1	4	1	2	1	6
All years	1	3	1	4	1	3	1	8
Not specified	1	2	2	2	1	2	0	1

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 14 faculty members in U.S. departments whose sex was not reported.

Women were significantly less likely than men to hold the rank of Full Professor (i.e. 33% less likely), and were only slightly more likely to be at the level of Associate Professor than were men. Women are more than twice as likely to be found at the level of Assistant Professor than are men. Further, within the ranks of Full and Associate Professors, men are more likely to have held these ranks for longer periods of time (i.e., over 25% of men faculty have been Full Professors for 12 or more years compared to only 7% of women faculty. From another perspective, women comprise 13% of Full Professors, 29% of Associate Professors, 46% of Assistant Professors, and 54% of Lecturers/Instructors.

Although women faculty continue to be underrepresented in graduate departments of psychology, and in science and engineering fields, it appears that the situation may be improving. Figures from last year clearly illustrated this underrepresentation in terms of tenured full time faculty, however the percentage of women in tenure-track positions in U.S. graduate departments of psychology has increased -- up from 35% in 1980-81 to 44% in 1988-89. Percentages of Assistant and Associate Professors who were women have also grown. As noted last year, the increasing representation of women at the Assistant and Associate Professor ranks is partly due to the fact that there is an expanding pool of women from which to recruit and hire for faculty positions. The percentage of new Ph.D.s in psychology awarded to women grew from 20% in 1967, to 56% in 1989. Women represented 46% of all new full-time faculty appointed in 1988-89 by U.S. graduate departments of psychology. By rank, just over half of the new appointments at the Assistant Professor level, 39% of the new appointments at the Associate Professor level and 15% of the new appointments at the level of Full Professor were made to women, and with the exception of the proportions appointed to Full Professorship, these percentages were higher than the proportions of current full-time faculty who are women (about 1/4).

Canadian graduate departments of psychology. As was true for U.S. women faculty, full-time Canadian women faculty were less likely than men to be tenured and to hold Full Professorships. The largest proportion of Canadian women faculty was found at the rank of Associate Professor. Women who do hold Full Professorships were less likely than men to have held this rank for more than 5 years (14% vs 33%).

Continuing a trend, data suggest that the representation of women in Canadian faculty is improving. Half of the new appointments to full-time faculty in 1988-89 were made to women.

Tenure Status and Professorial Rank of Full-time Faculty by Race/Ethnicity

Ethnic minority representation on the faculties of graduate departments of psychology has changed little in the last ten years. Table 7 indicates that approximately 5% of the faculty in both U.S. and Canadian graduate departments of psychology were members of a racial/ethnic minority group.

Table 7

Tenure Status and Rank of Full-Time Faculty in U.S. and Canadian Graduate Departments of Psychology by Race/Ethnicity: 1988-89

	U.S. Departments							
	Doctoral (N=285)		Master's (N=147)		All U.S. Departments (N=432)		All Canadian Departments (N=17)	
	White %	Minorities %	White %	Minorities %	White %	Minorities %	White %	Minorities %
Total faculty	5,093	320	1,546	102	6,639	422	510	20
Tenure status								
Tenured	75	48	77	61	75	51	85	80
Tenure track	19	38	18	30	19	36	10	10
Not tenure track	6	13	5	9	5	12	6	10
Not specified	1	2	<1	0	1	1	0	0
Rank and years in rank								
Full professor								
12 or more years	26	9	19	11	24	10	18	20
6-11 years	13	8	15	11	14	9	12	5
3-5 years	6	2	7	5	6	3	7	15
Less than 3 years	6	5	6	8	6	6	8	5
All years	51	25	47	34	50	27	43	45
Associate professor								
6 or more years	14	11	16	14	14	12	26	35
3-5 years	7	10	7	6	7	9	6	0
Less than 3 years	7	9	8	5	7	8	7	5
All years	28	30	30	24	28	28	39	40
Assistant professor								
3 or more years	8	13	10	15	9	14	8	10
Less than 3 years	11	26	11	19	11	24	7	5
All years	19	39	20	33	19	38	15	15
Lecturer/instructor								
3 or more years	1	<1	<1	2	1	1	1	0
Less than 3 years	1	3	2	4	1	3	2	0
All years	1	3	2	6	1	4	2	0
Not specified	1	4	1	2	1	3	<1	0

Source: Faculty characteristics and salaries portion of 1988-89 Survey of Graduate Departments of Psychology, American Psychological Association and Council of Graduate Departments of Psychology

Note. Percentages are column percentages and may not total to 100% due to rounding. Not included are 31 faculty members in U.S. departments whose race/ethnicity was not reported.

U.S. graduate departments of psychology. As with findings for women faculty, ethnic minorities were significantly less likely to be tenured and more likely to be in tenure-track or non-tenure-track positions. Table 7 also indicates that minority group members were significantly less likely to be Full Professors and were more likely to be Associate or Assistant Professors.

In 1988-89, ethnic minorities represented only 3% of all Full Professors, 6% of Associate Professors, and 11% of Assistant Professors. These were extremely small proportions when compared to representation in the student body and in the larger U.S. population.

Considering each minority group in turn, the largest proportion of Black full-time faculty were Associate (28%) or Assistant Professors (43%). Hispanics also were most likely to be found as Associate (33%) and Assistant (28%) Professors. Asians had a rather different distribution, and were most apt to be Full Professors and Assistant Professors (38% and 39%). American Indians/Alaskan Natives are still less than one percent of faculty and were typically found as Full and Associate professors (42% and 42%).

Additionally, one difference in the subfield distributions among ethnic minority groups is worth noting. Asians were found in the more traditional academic/research subfields to a larger extent than members of other minority groups. These were the subfields that formerly dominated psychology and as a result, larger proportions of faculty in these subfields tended to be found at higher ranks than faculty in some of the subfields more recently experiencing growth. This may help to explain their greater presence at the level of Full Professor. However, Asians constitute only a little more than 1% of the total full-time faculty.

Ethnic minority participation on graduate psychology faculties has not increased substantially over the past 9 years. In 1980-81, 2% of all Full Professors, 4% of Associate Professors, 8% of Assistant Professors and 13% of Lecturers/Instructors were ethnic minorities (Stapp, 1981). In comparison, in 1988-89, the corresponding percentages were 3%, 6%, 11%, and 14%. Although there has been some increase in the number of ethnic minorities receiving Ph.D.s in psychology, this group was still quite small and accounted for approximately 10% of all new Ph.D.s in 1988 (National Research Council, 1989). The pool from which to recruit faculty was further reduced due to the fact that not all of the new doctorates were interested in pursuing academic careers.

As we noted last year, departments seem to be working to improve the representation of ethnic minorities on their faculties. In 1988-89 minorities comprised 13% of all new appointments to full-time faculties. By rank, minorities comprised 11% of all new full-time faculty appointments made at the level of Full Professor, 10% of those made at the level of Associate Professor, 14% of those made to the Assistant Professor level and 7% of those appointed to the level of Lecturer/Instructor.

These exceeded the percentage of ethnic minorities in the population of graduate faculty (5%) but were roughly equivalent to the percentage of new doctorate recipients in psychology who were ethnic minorities.

Twenty three percent of all new full-time faculty appointments made by professional schools of psychology were to members of minority groups while only 11% of the new appointments made by graduate psychology departments involved ethnic minorities. Although the proportions differed by type of department and indicate that professional schools were actively hiring ethnic minority faculty, it is important to bear in mind that 11% for graduate psychology departments was equivalent to 40 new faculty while 23% for the professional schools represented 5 new faculty.

FACULTY SIZE, TENURE AND APPOINTMENT POLICIES IN DEPARTMENTS

Faculty Size

Tables 8 and 9 present data on the size of graduate departments as reflected by the number of faculty. Canadian departments reported much higher numbers of full-time faculty than did U.S. departments, especially for tenured faculty. This reflects the high rate of tenured faculty characteristic of Canadian departments.

U.S. graduate departments of psychology. Doctoral departments reported a higher median number of full-time faculty than did master's-level departments at all tenure levels and for those faculty who were outside the tenure track and paid on a per-course basis. The highest numbers of full-time tenured and tenure-track faculty were found in public institutions. Conversely, the highest numbers of full-time faculty paid on a per-course basis were located in private institutions particularly in doctoral-level programs, reflecting the influence of free-standing and university affiliated schools of psychology in this particular group.

Data on the size of part-time faculty were not as complete but did illustrate a trend toward higher numbers in private doctoral-level departments which, as stated previously, reflects the tendency of schools of professional psychology to not use the tenure system to the same extent found in the more traditional departments.

Nonsalaried faculty paid on a per-course basis predominantly were located outside the tenure system. Again, the largest numbers were found in doctoral departments located in private institutions reflecting the tendency in professional schools to use systems other than tenure or professional rank or employment status to categorize their faculty.

Canadian graduate departments of psychology. The data indicate that Canadian departments were largely populated by full-time faculty and that the majority of these were tenured. There were smaller numbers of either part-time or nonsalaried part-time faculty paid per course in Canadian departments than in U.S. departments of psychology.

Table 8

Median Number of Faculty by Employment Status and Tenure Status for U.S. and Canadian Departments: 1988-89

	U.S. Departments						All U.S. Departments	All Canadian Departments
	Doctoral			Master's				
	Public %	Private %	All %	Public %	Private %	All %	%	%
Full-time Faculty								
Tenured	17.0	10.5	15.0	9.0	5.5	7.0	12.0	29.5
Tenure Track	5.0	4.0	4.0	3.0	2.0	3.0	4.0	4.0
Other	2.0	3.0	2.0	2.0	1.0	2.0	2.0	2.0
Total	22.0	15.0	19.0	12.0	6.5	10.0	15.0	36.0
Part-time Faculty								
Tenured	2.0	2.0	2.0	2.0	1.0	2.0	2.0	1.5
Tenure Track	1.0	–	1.0	–	–	1.0	1.0	1.0
Other	2.0	3.0	2.0	2.0	2.0	2.0	2.0	–
Total	2.0	3.0	3.0	2.0	2.0	2.0	2.0	1.0
Non-salaried Part-time Faculty Paid Per Course								
Tenured	1.0	3.0	1.0	2.5	2.0	2.0	2.0	3.5
Tenure Track	2.0	–	2.5	–	–	–	2.5	0.0
Other	4.0	6.0	5.0	4.0	5.5	4.0	5.0	4.0
Total	4.0	7.0	5.0	4.0	4.0	4.0	5.0	4.0

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Medians are not reported for cases where N of departments is less than 5.

Table 9

Size of Faculty by Employment Status and Tenure Status for U.S. and Canadian Departments: Selected Summary Statistics 1988-89

Faculty Characteristics	U.S. Departments: Doctoral Public %	Doctoral Private %	Doctoral All %	Master's Public %	Master's Private %	Master's All %	All U.S. Departments %	All Canadian Departments %
FULL-TIME								
Tenured								
Median	17.0	10.5	15.0	9.0	5.5	7.0	12.0	29.5
Q1	10.0	6.7	8.7	5.0	4.0	5.0	6.3	25.7
Q3	25.0	16.0	21.3	15.0	8.0	12.0	18.0	41.5
Mean	18.8	11.4	16.6	10.7	5.7	9.2	13.9	31.4
SD	14.3	6.2	12.9	6.9	2.8	6.4	11.6	12.8
N of departments	172	74	246	94	40	134	380	20
Tenure Track								
Median	5.0	4.0	4.0	3.0	2.0	3.0	4.0	4.0
Q1	3.0	3.0	3.0	1.8	1.5	2.0	2.0	3.0
Q3	8.0	5.0	7.0	4.0	4.0	4.0	6.0	5.2
Mean	5.6	4.5	5.3	3.7	3.3	3.6	4.7	4.2
SD	4.6	3.8	4.4	4.3	3.1	3.9	4.3	1.8
N of departments	155	67	222	78	29	107	329	18
Other								
Median	2.0	3.0	2.0	2.0	1.0	2.0	2.0	2.0
Q1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Q3	3.0	9.0	4.8	3.0	2.0	3.0	3.0	3.0
Mean	3.1	7.0	4.6	2.3	1.6	2.1	3.8	2.5
SD	3.8	9.7	6.9	1.4	1.3	1.4	5.9	2.0
N of departments	55	33	88	28	11	39	127	12
Total								
Median	22.0	15.0	19.0	12.0	6.5	10.0	15.0	36.0
Q1	14.0	10.0	13.0	8.8	4.0	6.8	9.0	28.5
Q3	31.0	21.0	28.0	17.0	9.8	15.0	24.0	48.0
Mean	24.4	16.1	21.7	14.1	7.6	12.0	18.3	36.7
SD	15.7	8.7	14.4	7.8	4.6	7.6	13.3	13.5
N of departments	174	83	257	94	44	138	395	20

(Continued on next page)

Table 9 (Continued)
Size of Faculty by Employment Status and Tenure Status for U.S. and Canadian Departments:
Selected Summary Statistics 1988-89

Faculty Characteristics	U.S. Departments: Doctoral Public %	Doctoral Private %	Doctoral All %	Master's Public %	Master's Private %	Master's All %	All U.S. Departments %	All Canadian Departments %
PART-TIME								
Tenured								
Median	2.0	2.0	2.0	2.0	1.0	2.0	2.0	1.5
Q1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Q3	3.5	3.5	3.0	6.0	3.0	3.3	3.0	3.3
Mean	2.5	2.8	2.6	3.4	1.6	2.8	2.6	2.0
SD	2.2	2.5	2.2	0.8	0.9	2.7	2.3	1.3
N of departments	59	17	76	15	7	22	98	6
Tenure Track								
Median	1.0	-	1.0	-	-	-	1.0	-
Q1	1.0	-	1.0	-	-	-	1.0	-
Q3	3.0	-	3.0	-	-	-	3.0	-
Mean	6.5	-	5.4	-	-	-	4.6	-
SD	16.3	-	14.1	-	-	-	12.6	-
N of departments	12	4	16	3	1	4	20	3
Other								
Median	2.0	3.0	2.0	2.0	2.0	2.0	2.0	-
Q1	1.0	2.0	1.0	1.0	1.0	1.0	1.0	-
Q3	4.0	8.8	5.8	3.3	3.0	3.0	5.0	-
Mean	3.1	6.6	4.8	3.8	2.1	3.2	4.4	-
SD	3.5	8.1	6.3	5.4	1.2	4.5	5.9	-
N of departments	40	36	76	18	9	27	103	2
Total								
Median	2.0	3.0	3.0	2.0	2.0	2.0	2.0	1.0
Q1	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0
Q3	4.0	7.0	5.0	4.0	3.0	3.5	4.0	4.0
Mean	3.9	6.1	4.7	4.2	2.1	3.4	4.4	2.6
SD	6.7	7.5	7.1	5.4	1.2	4.5	6.5	2.9
N of departments	89	47	136	29	16	45	181	9

(Continued on next page)

Table 9 (Continued)
Size of Faculty by Employment Status and Tenure Status for U.S. and Canadian Departments:
Selected Summary Statistics 1988-89

Faculty Characteristics	U.S. Departments: Doctoral Public %	Doctoral Private %	Doctoral All %	Master's Public %	Master's Private %	Master's All %	All U.S. Departments %	All Canadian Departments %
NON-SALARIED PART-TIME FACULTY PAID PER COURSE								
Tenured								
Median	1.0	-	1.0	2.5	2.0	2.0	2.0	-
Q1	1.0	-	1.0	2.0	1.3	2.0	1.0	-
Q3	2.0	-	3.0	3.8	2.8	3.0	3.0	-
Mean	2.1	-	2.6	2.8	2.3	2.6	2.6	-
SD	2.6	-	2.9	1.4	1.3	1.4	2.2	-
N of departments	12	5	17	12	8	20	37	2
Tenure Track								
Median	-	-	2.5	-	-	-	2.5	-
Q1	-	-	1.8	-	-	-	1.3	-
Q3	-	-	4.5	-	-	-	4.0	-
Mean	-	-	3.0	-	-	-	2.9	-
SD	-	-	1.8	-	-	-	1.7	-
N of departments	3	3	6	1	1	2	8	0
Other								
Median	4.0	6.0	5.0	4.0	5.5	4.0	5.0	4.0
Q1	2.0	4.3	3.0	2.0	2.3	2.0	2.0	1.3
Q3	8.0	15.0	9.5	8.3	10.8	9.0	9.0	7.3
Mean	5.9	10.8	7.7	6.0	7.1	6.5	7.3	4.9
SD	5.3	11.1	8.1	5.6	5.8	5.6	7.4	4.3
N of departments	81	44	125	34	24	58	183	8
Total								
Median	4.0	7.0	5.0	4.0	4.0	4.0	5.0	4.0
Q1	2.0	4.0	2.0	2.9	2.0	2.0	2.0	1.0
Q3	7.8	15.0	10.0	7.0	9.5	8.0	9.0	6.0
Mean	5.7	12.4	8.1	5.5	6.7	5.9	7.3	4.7
SD	5.2	14.6	10.1	5.5	6.3	5.8	8.9	3.8
N of departments	92	51	143	47	32	79	222	11

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Statistics are not reported when N of departments is 5 or less.

Percentage of Tenured Faculty

Table 10 reports information on the percentage of tenured faculty in U.S. and Canadian graduate departments of psychology.

U.S. graduate departments of psychology. Typically, 73% of all full-time faculty in graduate departments of psychology were tenured. As was true in 1987-88, almost half (48%) of all U.S. departments reported that more than 75% of their faculty were tenured and at least one in ten departments was entirely populated by tenured faculty.

The percentage of tenured faculty does vary by type of department. An average of seventy-four percent of faculty was tenured in graduate psychology departments in 1988-89. Educational psychology departments with doctoral programs were most likely to be heavily tenured; almost eight of every ten faculty were tenured on the average. The corresponding percentage for counseling psychology and counselor education departments was 66% (a slight decrease from 1987-88 when it was 74%). For other types of departments the average percentage of tenured faculty was 72%. For professional schools of psychology there were typically no or few tenured faculty. This is due primarily to the influence of the free-standing professional schools -- a group that does not operate on the traditional tenure system.

Canadian graduate departments of psychology. Compared to U.S. departments, Canadian departments tended to be even more heavily populated by tenured faculty. The percentage of tenured faculty averaged around 83%. All of the responding departments reported that over 1/2 their faculty were tenured.

FACULTY POSITIONS

Costs Associated With New Faculty

A question was included in the 1988-89 Departmental Survey in order to look at components and the costs of the various components associated with hiring new faculty. Tables 11 through 13 report the results of analyses.

There were few substantive differences or patterns to the differences between private and public departments. Some of the highest costs were associated with equipment and renovations, followed by costs for assistants and summer salary, and finally travel. The summary statistics in Table 11 indicate that there was wide variation among the costs reported by departments. Predictably, doctoral departments reported higher costs than did master's departments.

Further, it came as no surprise that costs associated with hiring new Full Professors were higher than those associated with new Associate and Assistant Professors. The data were interesting in that the costs associated with Assistant and Associate Professors were closer in amount in comparison to the large differences in costs observed between Associate and Full Professors. This was true for all components with the exception of the cost of student assistants. Although there is some variation by rank of professor, student assistant pay usually would not vary by the rank of the faculty member to whom he/she is assigned but rather by the student's year in the program. However, it may be that the more senior (and perhaps more highly supported) students are assigned to more senior faculty, or that these faculty are assigned more students than faculty at lower ranks.

There were few patterns when costs were analyzed by subfield as demonstrated in Table 13. The highest travel funds were awarded to new faculty in counseling, school, in other health professions, and the quantitative/research method subfields. The largest summer salaries and research equipment costs were paid for new hires in developmental, physiological, comparative, the neurosciences, and other biological science specialties.

GRADUATE STUDENT SUPPORT

The availability of graduate student financial aid is one indicator of the "health" of graduate education. It hints at the value society places on a field of inquiry in terms of its perception that future researchers and professionals are needed. The availability of student support also plays an important role in terms of attracting students, particularly ethnic minority students, to a particular area and reducing the time required to matriculate through a program.

Over the past decade, the types and availability of graduate student financial support have changed. Federal support for graduate training in U.S. institutions has eroded in all fields, including psychology (U.S. Congress, Office of Technology Assessment, 1989). For example, looking at 1977 Ph.D. recipients in psychology, 29% of those in clinical, counseling, or school psychology and 22% of those in the remaining subfields reported that federal fellowships and traineeships provided the major support for their graduate training. However, the corresponding proportions of 1986 Ph.D. recipients who primarily relied on federal support were only 6% and 8% (Coyle and Bae, 1987). Reviewing sources of support for full-time graduate students in psychology in 1980 and again in 1988, data indicate that the proportion of students with Federal support declined from 13% to 7% while the students with institutional support increased from 32% to 39%. Almost half of the full-time graduate students in both 1980 and 1988 were relying on self support.

Table 10

Percentage of Tenured Faculty in U.S. and Canadian Graduate Departments of Psychology: 1987-88

Percentage of tenured faculty in a department	U.S. Departments: Doctoral Public %	Doctoral Private %	Doctoral All %	Master's Public %	Master's Private %	Master's All %	All U.S. Departments %	All Canadian Departments %
Percentage of departments with:	(N=168)	(N=80)	(N=248)	(N=69)	(N=26)	(N=95)	(N=343)	(N=18)
No full-time faculty who are tenured	1	14	5	1	4	2	4	0
1-25% of full-time faculty who are tenured	1	5	2	1	4	2	2	0
26-50% of full-time faculty who are tenured	4	9	6	10	15	12	7	0
51-75% of full-time faculty who are tenured	38	32	36	32	27	30	34	11
76-99% of full-time faculty who are tenured	46	29	41	36	15	30	38	72
All full-time faculty who are tenured	7	8	7	16	27	19	10	6
Not specified	4	5	4	3	8	4	4	11
Average percentage of tenured faculty in:								
Psychology departments	78	69	75	78	71	76	75	85
Educational psychology departments	79	a	88	a	a	a	80	a
Counseling psychology/counselor education departments	74	73	74	67	a	71	73	a
Professional schools of psychology	a	20	20	a	a	a	24	a
All other types of departments	73	a	71	73	a	67	69	a
All departments	77	59	71	76	70	75	72	85

Source: 1987-88 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are based on the total number (i.e., headcount) of full-time, regular faculty reported by a department. Numbers in parentheses refer to the number of departments that provided data.

[a]There were either no departments or an insufficient number of departments in this category to analyze.

Table 11

Costs Associated with Hiring New Assistant Professors: U.S. Public and Private Doctoral and Master's Departments: 1988-89

Component of Hiring Package	Doctoral Departments			Master's Departments		
	Public	Private	All	Public	Private	All
Travel Funds						
Median:	$700	$650	$675	$500	$500	$500
Q1:	500	500	500	400	500	500
Q3:	1,500	1,500	1,500	900	1,000	1,000
Mean:	1,154	1,022	1,118	675	775	711
SD:	1,217	822	1,122	399	465	420
N:	136	51	187	21	12	33
Summer Salary						
Median	4,223	4,800	4,223	3,300	a	3,000
Q1:	2,550	3,205	3,000	2,500		2,109
Q3:	6,056	6,000	6,000	4,500		4,050
Mean:	4,882	4,909	4,887	3,683		3,353
SD:	3,181	2,133	2,988	1,624		1,588
N:	82	21	103	19	7	26
Research Equipment						
Median:	9,350	10,000	9,567	2,000	3,000	2,000
Q1:	4,000	3,000	3,250	1,600	2,000	1,600
Q3:	20,000	18,500	19,500	3,900	5,500	5,000
Mean:	14,759	14,688	14,743	2,925	6,688	4,566
SD:	16,825	19,223	17,347	1,804	11,735	7,959
N	184	53	237	22	17	39
Space Renovations						
Median:	5,200	4,000	5,100	a	a	3,000
Q1:	2,695	1,000	2,150			1,375
Q3:	11,971	12,750	10,796			11,250
Mean:	13,060	8,410	12,092			14,000
SD:	23,084	9,870	21,018			30,555
N:	38	10	48	2	8	10
Student Assistants						
Median:	5,000	6,000	5,595	2,962	3,000	3,000
Q1:	2,500	4,000	2,500	1,464	1,500	1,491
Q3:	7,270	12,000	7,452	3,162	7,000	3,700
Mean:	5,108	7,860	5,618	2,438	3,857	2,961
SD:	3,078	4,895	3,625	1,194	3,232	2,244
N:	101	23	124	24	14	38

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a]There were an insufficient number of departments in this category for purposes of analysis.

Table 12

Costs Associated with Hiring New Faculty by Rank for U.S. Doctoral Departments of Psychology: 1988-89

Component of Hiring Package	Median	Q1	Q3	Mean	SD	N
Travel Funds						
Full Professor	$3,000	$752	$6,320	$4,031	3,447	37
Associate Professor	1,000	612	3,338	2,397	2,877	22
Assistant Professor	675	500	1,500	1,081	1,128	187
Summer Salary						
Full Professor	14,948	7,875	20,833	15,690	8,743	14
Associate Professor	4,470	3,892	5,910	4,883	1,787	13
Assistant Professor	4,223	3,000	6,000	4,887	2,988	103
Research Equipment						
Full Professor	20,000	10,000	37,500	35,772	63,941	44
Associate Professor	8,122	2,525	30,000	23,462	34,970	28
Assistant Professor	9,567	3,250	19,500	14,743	17,347	237
Space Renovations						
Full Professor	17,800	11,943	40,000	46,679	69,234	15
Associate Professor	5,000	1,925	30,580	17,799	24,586	12
Assistant Professor	5,100	2,150	10,796	12,092	21,018	48
Student Assistants						
Full Professor	7,100	5,899	10,481	10,032	9,875	26
Associate Professor	5,100	2,550	6,920	6,616	6,268	20
Assistant Professor	5,595	2,500	7,452	5,618	3,625	124

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. In some cases, departments reported extremely high costs for research equipment and space renovations which explains the large differences between the medians and means, as well as the sizeable standard deviations on these components.

Table 13

Costs Associated with Hiring New Assistant Professors By Subfield of Psychology: U.S. Doctoral Departments: 1988-89

Components of Hiring Package	Median	Q1	Q3	Mean	SD	N
Travel Funds						
Clinical	$662	$400	$1,304	$1,048	1,238	42
Cognitive	847	500	1,982	1,189	1,187	23
Developmental	1,000	638	1,500	1,087	730	14
Experimental	965	675	2,000	1,321	965	17
Industrial/Organizational	550	500	706	669	432	14
Personality/Social	500	378	1,050	920	1,013	18
Counseling, School, and Other Provider Subfields	1,400	500	2,000	1,348	829	20
Physiological, Comparative, Neuroscience, Other Biological Science	600	300	2,125	1,154	1,177	18
Quantative, Research Methods, and Other Research Subfields	700	331	1,925	1,030	815	12
Summer Salary						
Clinical	3,250	2,125	5,972	4,730	3,561	18
Cognitive	3,010	2,300	4,050	3,355	1,579	10
Developmental	a	a	a	a	a	6
Experimental	4,138	3,525	5,250	5,551	5,151	14
I/O	3,220	3,000	5,522	4,056	1,510	10
Personality/Social	3,825	2,500	6,333	4,259	1,959	12
Counseling, School, and Other Provider Subfields	4,800	4,500	8,568	5,890	2,231	13
Physiological, Comparative, Neuroscience, Other Biological Science	a	a	a	a	a	5
Quantitative, Research Methods, and Other Research Subfields	a	a	a	a	a	8
Research Equipment						
Clinical	7,237	3,591	14,750	9,909	8,602	56
Cognitive	24,168	10,000	35,111	25,145	22,595	31
Developmental	12,000	3,000	15,500	12,271	9,075	21
Experimental	11,350	5,000	35,000	21,224	20,236	34
I/O	3,000	2,000	5,000	3,994	2,746	16
Personality/Social	7,185	4,735	19,000	11,997	11,050	24
Counseling, School, and Other Provider Subfields	2,478	650	10,000	4,106	4,169	10
Physiological, Comparative, Neuroscience, Other Biological Science	15,000	3,950	38,750	26,328	28,541	24
Quantitative, Research Methods, and Other Research Subfields	a	a	a	a	a	7

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Table 13 (Continued)

Costs Associated with Hiring New Assistant Professors By Subfield of Psychology: U.S. Doctoral Departments: 1988-89

Components of Hiring Package	Median	Q1	Q3	Mean	SD	N
Space Renovations						
Clinical	3,500	1,122	6,100	6,283	7,711	13
Cognitive	10,300	10,000	30,000	19,202	22,167	11
Experimental	a	a	a	a	a	8
Physiological, Comparative, Neuroscience, Other Biological Science	2,764	914	14,075	16,968	37,051	10
Student Assistants						
Clinical	5,595	2,500	7,751	5,788	3,712	31
Cognitive	7,000	2,500	8,250	5,442	3,151	11
Developmental	a	a	a	a	a	6
Experimental	5,775	3,000	7,452	4,976	2,530	19
I/O	6,000	2,500	7,751	5,604	3,015	11
Personality/Social	4,800	2,000	7,448	5,725	5,123	10
Counseling, School, and Other Provider Subfields	3,060	2,400	5,850	3,823	1,760	19
Physiological, Comparative, Neuroscience, Other Biological Science	a	a	a	a	a	5
Quantitative, Research Methods, and Other Research Subfields	a	a	a	a	a	5

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a]There were either no departments or an insufficient number of departments in this category for purposes of analysis.

Although federal predoctoral training support has declined in all science and engineering fields, differential trends have occurred with regard to the availability of other types of support. In the natural sciences and engineering, reliance on university support (i.e., teaching and research assistantships, university fellowships, and work-study) has increased. However, in the social sciences, the shift has been toward self-support (e.g., family contributions, employment, or loans).

This has been particularly true for graduate students in psychology. The percentage of newly awarded Ph.D.s in the health service provider subfields who indicated that personal sources were the primary mechanism for financing their graduate training rose from 46% in 1977 to 67% in 1986; this proportion was the highest of all science and engineering fields (Coyle and Bae, 1987). Corresponding figures for new Ph.D.s in the non-practice areas of psychology were 36% and 49%.

In 1986, almost half (47%) of all full-time graduate students in psychology were primarily paying for their graduate study through loans, employment, and family assistance (National Science Foundation, 1988a). University sources were the major source of support for another 40% and the remaining 13% were financing their education through other sources (e.g., private foundation fellowships, federal traineeships, or foreign awards). Data from the 1989 Doctorate Employment Survey (APA, 1991) lend further support to these statements. Over one third of all 1989 doctorates primarily relied on personal resources as the source of support, a little more than one tenth primarily used student loans, and almost one fifth used university sources. Only 6% of the 1989 doctorates primarily relied on federal sources.

Patterns of Support for Graduate Training in Psychology

It is difficult to obtain precise information on graduate student support in psychology for several reasons. Each of the existing major data bases has certain strengths and weaknesses. For example, the Survey of Doctoral Recipients conducted by the National Research Council has the major advantages of an extremely high response rate and a focus on both primary source and multiple sources of support. At the same time, however, it relies on self-reported information from new doctorates, and individuals may not always remember or even know the exact sources or types of funding they received throughout their graduate study. Also, the survey's coverage is restricted to Ph.D. recipients and thus excludes graduates of Psy.D. and Master's programs.

Data on students enrolled in both Ph.D. and Master's programs are collected by the National Science Foundation's Survey of Graduate Science and Engineering Students and Postdoctorates. Rather than focusing on graduates, the survey requests data from institutions on their current full- and part-time graduate student population. However, only one source of support can be reported for a student and no clear distinction is made between master's and doctoral students. Further, in both surveys, data on levels and/or amounts of support are lacking.

So as to partially correct these problems, the 1988-89 Survey of Graduate Departments of Psychology queried department chairs about the numbers of students in their doctoral and master's programs who were receiving some support (financial aid that helps with the cost of tuition, or a stipend), or no support at all. Information also was collected on current stipend levels paid by assistantships, fellowships, and traineeships. It should be noted, however, that the figures reported in the following tables focus only on traditional mechanisms of financial support provided by the institution; self-support (e.g., loans and employment) was not examined.

U.S. Graduate departments of psychology. Table 14 presents data on the percentages of full- and part-time doctoral and master's students receiving some support or no support for their graduate training. In general, as in the past, those students pursuing doctoral degrees on a full-time basis were much more likely to receive support than were doctoral students attending part-time or master's students attending full or part time.

This table indicates that almost 2/3 of all full-time doctoral students received some support compared to less than 1/5 of part-time doctoral students. In U.S. graduate departments, a higher proportion of full-time doctoral students in public institutions received some support in comparison with their counterparts in private institutions (67% vs. 52%, respectively).

The picture for master's-level students was even less encouraging. Just over 25% of the full-time master's students received some financial support, while less than 5 percent of part-time master's students received support in 1988-89. As was true for the doctoral students, full-time master's students in public institutions were more likely to receive support than were their colleagues in private institutions (30% vs. 23%, respectively).

The lower proportions supported at the master's and part-time statuses have negative implications for those students found at these levels and statuses since, to a large extent, these students are forced to rely on personal sources of support and loans. This can result in greater levels of indebtedness at graduation and a longer time to degree.

Table 15 contains data on the proportions of departments providing support to full-time doctoral and master's students. In general, the largest percentage of graduate departments supported between 76-99% of their students, while the median percentage of graduate students provided any support by a department was 73%. Departments in public institutions were somewhat more apt than departments in private institutions to offer support to their students. Seventy-four percent of the departments in public institutions provided support to more than half their full-time doctoral students compared to 62% of departments in private settings.

Although there were differences by institutional type, it was obvious that departments do try to support students in some way. Over 2/3 of the departments reported that they provided some form of support to more than half of their full-time doctoral students.

Table 14

Percentage of Full-time and Part-time Students Supported in U.S. and Canadian Graduate Departments of Psychology: 1988-89

Level of support	All U.S. Departments			Canadian Departments
	Public	Private	All	
Full-time Doctoral Students				
Full-time students with support	67%	52%	62%	76%
Full-time students with no support	33%	48%	38%	24%
Total full-time doctoral students reported by departments:	12,503	5,889	18,392	929
Number of departments reporting:	172	84	256	16
Part-time Doctoral Students				
Part-time students with support	12%	16%	14%	2%
Part-time students with no support	88%	84%	86%	98%
Total part-time doctoral students reported by departments:	1,216	1,356	2,572	81
Number of departments reporting:	66	35	101	5
Full-time Master's Students				
Full-time students with support	30%	23%	28%	62%
Full-time students with no support	70%	77%	72%	38%
Total full-time master's students reported by departments:	6,526	2,446	8,972	477
Number of departments reporting:	175	75	250	11
Part-time Master's Students				
Part-time students with support	3%	8%	4%	0%
Part-time students with no support	97%	92%	96%	100%
Total part-time master's students reported by departments:	5,382	1,977	7,359	75
Number of departments reporting:	133	64	197	3

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding.

Table 15

Departmental Practices for Supporting Full-time Students in U.S. and Canadian Graduate Departments of Psychology: 1988-89

Departmental practice	All U.S. Departments			All Canadian Departments
	Public %	Private %	All %	%
Doctoral Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	1	2	1	0
1-25% of their students	6	18	10	0
26-50% of their students	18	17	18	12
51-75% of their students	26	20	24	19
76-99% of their students	30	23	28	44
100% of their students	18	20	19	25
Percentage of students fully or partially supported by a department				
Median	75	70	73	86
Q1	52	36	48	64
Q3	93	89	93	100
Number of departments reporting:	174	84	258	16
Master's Students				
Percentage of departments providing any support (full or partial) for:				
None of their students	14	18	15	0
1-25% of their students	26	29	27	9
26-50% of their students	23	20	22	18
51-75% of their students	19	9	16	9
76-99% of their students	11	9	11	36
100% of their students	8	14	10	27
Percentage of students fully or partially supported by a department:				
Median	38	29	33	91
Q1	15	5	11	49
Q3	67	74	69	100
Number of departments reporting:	176	76	252	11

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

Table 15 indicates that much larger percentage of departments did not provide any support for their master's students in comparison with that provided to their doctoral students (15% vs 1%, respectively). The median percentage of master's students receiving some support was 33%, while for doctoral students it was 73%. Further, less than half of the departments (37%) provided support to more than 50% of their master's-level students. The comparable percentage of departments offering support to over half of their doctoral students was 71%.

As was true for doctoral students, departments in private institutions were more likely not to provide any support for their master's students; lower percentages of departments in private institutions offered support to over half of their master's students; and the median percentage of students receiving support was lowest in private institutions.

In Table 16, data are presented on the practices found in various types of departments. The proportion of students supported was highest among psychology departments, followed by counseling departments and educational departments. The professional schools were least likely to provide support to their doctoral students.

As has been stated previously, master's students were far less likely to be supported than were doctoral students, regardless of department type.

The median percentage of master's students receiving support from psychology departments was 41%, but this proportion is only half of what it was at the doctoral level (41% vs. 80%). Given that the focus in the professional schools is largely on preparation for the doctorate, the largest proportion of these schools supported 25% or fewer of the full-time master's students.

Canadian graduate departments of psychology. Tables 14 and 15 present data on the patterns of support in Canadian graduate departments of psychology in 1988-89. Fully three fourths of full-time doctoral students, and almost two thirds of full-time master's students in Canadian departments received some support. These proportions were higher than those noted in U.S. departments, especially for master's students. Part-timers did not fare as well in Canadian departments with only 2% of the part-time doctoral students receiving any support.

Over 80% of Canadian departments provided some support to over half of their full-time doctoral students. The median percentage of students receiving support was 86%. The situation for full-time master's students was similarly encouraging, such that 72% of Canadian departments offered support to over half the full-time master's students. The median percentage of full-time master's students receiving support was 91%.

Table 16

Departmental Practices for Supporting Full-time Students in U.S. Graduate Departments of Psychology by Type of Department: 1988-89

Departmental practice	Type of Department				
	Psychology %	Educational %	Counseling %	Professional %	Other[a] %
Doctoral Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	1	0	4	6	0
1-25% of their students	5	18	12	50	4
26-50% of their students	14	36	19	19	26
51-75% of their students	24	18	38	25	18
76-99% of their students	35	18	12	0	22
100% of their students	21	9	15	0	30
Percentage of students fully or partially supported by a department:					
Median	80	49	61	23	80
Q1	58	27	37	13	49
Q3	96	77	79	58	100
Number of departments reporting:	167	22	26	16	27
Master's Students					
Percentage of departments providing any support (full or partial) for:					
None of their students	15	21	16	17	8
1-25% of their students	21	53	35	67	21
26-50% of their students	22	5	30	17	25
51-75% of their students	16	16	14	0	21
76-99% of their students	14	5	5	0	4
100% of their students	12	0	0	0	21
Percentage of students fully or partially supported by a department:					
Median	41	17	24	19	50
Q1	16	4	6	0	18
Q3	76	27	44	27	80
Number of departments reporting:	166	19	37	6	24

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages are column percentages and may not sum to 100% due to rounding. "Full support" refers to tuition assistance that covers the full amount of tuition plus a full stipend whereas "partial support" refers to partial stipend only, full stipend but no tuition assistance, and so forth.

[a] Included in this category are Human Development, School Psychology, Education, and other departments.

Graduate Student Stipends

Table 17 presents data on the medians and quartiles for graduate student stipends in U.S. graduate departments by type of student (doctoral vs master's) and year in the program. We have not presented data for Canadian departments due to an insufficient number of responses.

Generally, stipends differed, depending on the level of study (doctoral vs. master's), the mechanism of support, and year of study. As has been true in past surveys, the stipends paid to master's students were lower than those paid to doctoral students. All mechanisms of support at all levels of study increased somewhat after the first year, with the exception of 12-month research assistantships at the master's level.

Financial Aid and Recruiting Students

The availability of financial aid is often key in a department's ability to attract new students. During the current period of intense competition for students, particularly members of minority groups, and in light of a shrinking pool from which enrollments can be drawn, it is likely this factor has assumed even greater importance.

Table 18 presents data on the most "attractive" financial support package (in terms of dollar worth) that was offered to an individual being recruited by the department in the Spring of 1988. As was true last year, the packages typically included both tuition and a stipend, were larger for applicants to doctoral programs as compared to master's programs and were larger in private institutions which tend to charge higher tuition fees. The packages offered to master's students by doctoral departments were apt to be larger than those offered by master's-level departments.

The median worth of packages offered by doctoral departments has risen by about 21% from last year, most of this was due to increases in the worth of packages offered by departments in public institutions. Although not as strong, the same trend characterized packages offered to master's students by doctoral departments. Further, increases in packages offered at the doctoral level were substantially larger than increases at the master's level.

Table 17

Medians and Quartiles for Graduate Student Support in U.S. Departments of Psychology: 1988-89

Category of Support in U.S. Departments	Support for Doctoral Students: First Year Student	Intermediate	Dissertation Year	Support for Master's Students: First Year Student	Beyond First Year
Teaching assistantship					
9-month					
Median:	$6,600	$7,000	$7,000	$5,200	$5,400
Q1:	$5,519	$6,000	$6,000	$4,000	$4,000
Q3:	$8,000	$8,400	$8,638	$6,800	$7,100
N:	196	201	162	127	119
12-month					
Median:	$8,150	$8,400	$8,700	$6,000	a
Q1:	$6,400	$7,000	$6,868	$4,912	a
Q3:	$11,532	$10,968	$12,021	$10,526	a
N:	31	35	26	10	8
Research assistantship					
9-month					
Median:	$6,585	$7,000	$7,000	$5,000	$5,267
Q1:	$5,571	$5,934	$6,000	$4,000	$4,000
Q3:	$8,075	$8,268	$8,670	$6,417	$6,471
N:	160	154	120	111	94
12-month					
Median:	$9,300	$10,073	$10,462	$6,346	$6,168
Q1:	$7,000	$8,000	$8,000	$4,905	$4,654
Q3:	$10,832	$11,250	$11,940	$8,635	$8,075
N:	50	52	45	18	18
Fellowship					
9-month					
Median:	$7,250	$7,500	$7,475	$5,000	$5,856
Q1:	$6,000	$6,000	$6,002	$2,700	$2,450
Q3:	$8,450	$8,245	$8,594	$6,575	$6,538
N:	113	100	80	33	26
12-month					
Median:	$8,500	$8,600	$8,500	$4,800	$5,933
Q1:	$6,534	$6,500	$6,552	$3,168	$3,192
Q3:	$10,110	$10,000	$10,000	$8,500	$8,912
N:	48	47	48	11	10

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. The Ns noted refer to the number of U.S. departments reporting this category of support. All figures for teaching and research assistantships have been adjusted to reflect assistantships that expect the student to spend 20 hours/week in his/her assistantship.

[a]No figures are reported due to the small number of respondents.

Table 18

Estimated Dollar Value of Most Attractive Financial Support Package Offered to an Incoming Graduate Student by U.S. Graduate Departments of Psychology to an Applicant who was Accepted: 1988-89

	Type of Institution		
	Public	Private	All
Doctoral Students			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$11,642	$16,520	$12,300
Q1:	8,460	12,000	9,575
Q3:	13,438	20,925	16,000
N:	92	50	142
Tuition, stipend and other type of support			
Median:	$13,500	$16,863	$13,578
Q1:	11,362	10,250	11,307
Q3:	16,250	20,739	17,080
N:	53	13	66
Master's Students			
By U.S. Doctoral Departments			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$7,854	$11,650	$8,594
Q1:	6,450	9,110	6,901
Q3:	10,650	14,800	11,300
N:	36	11	47
By U.S. Master's Departments			
Estimated worth of total financial support package:			
Tuition and stipend			
Median:	$5,720	$8,030	$6,100
Q1:	4,786	5,850	4,912
Q3:	7,323	11,900	8,150
N:	41	16	57

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

GRADUATE STUDENT INTERVIEWS

A set of questions intended to provide a clearer picture of the use and structure of face-to-face interviews in the admissions process was included in the 1988-89 Departmental Survey. Results of analyses on whether face-to-face or other interviews are required, who bears responsibility for interviewing applicants, and reimbursement practices are presented below. Results should be viewed with caution given the fact that many departments provided either incomplete or no responses. So few Canadian departments reported that they required interviews that the numbers were insufficient for analysis. In 1988, less than 1/4 of the responding programs indicated that they required interviews, down from 38% in 1978-79. Generally, the majority of programs at both the doctoral- and master's-level did not require face-to-face interviews with applicants before the decision to accept was made. The health service provider programs were somewhat more likely than other programs to require a face-to-face interview, particularly at the doctoral-level.

Responsibility for interviews. For those programs requiring face-to-face interviews, the two most frequent responses among doctoral health service programs to a question on who is responsible for conducting the interviews, were "other faculty", followed by a "faculty member in charge of a specific program". Conversely, other types of doctoral programs relied on a single faculty member in charge of a specific program to carry out these interview. Doctoral programs of both general types involved their current graduate students in the interview process to a greater extent than did Master's programs.

Master's programs of both general types relied heavily on their faculty to conduct the face-to-face interviews rather than one specific individual or graduate students.

Doctoral and master's programs with health service provider emphases responded more often than other doctoral and master programs that they typically used faculty in the department rather than one designated faculty member in charge of a specific program, which seems to indicate that responsibility for the interview was more diffused in these programs.

Reimbursement procedures. Although there are problems in the interpretation of the results due to incomplete and missing data, some general trends in the data on reimbursement are identifiable. Only one doctoral-level non health service provider program stated that applicants were reimbursed for all interview costs. Small proportions of both types of doctoral programs did indicate that they reimburse the applicant for some of the costs of the interview, while none of the Master's departments responded that they provide reimbursement. Finally, the largest group of programs stated that the department does not reimburse the applicants for any costs associated with face-to-face interviews.

Alternative procedures. A question was included in the 1988-89 departmental Survey for those departments that do not require face-to-face interviews in order to obtain information on what other procedures they follow with respect to interviews or visits by applicants.

Less than a quarter of doctoral health service provider programs responded that they used phone interviews, arranged formal interviews for applicants who plan to visit, encouraged applicants to visit or encouraged

Table 19

Use of Formal Face-to-Face Interviews by Level and Type of Program in U.S. Graduate Departments of Psychology: 1988-89

	Doctoral				Master's			
	Health Service Provider		Other		Health Service Provider		Other	
	N	%	N	%	N	%	N	%
Formal Face-Face Interview:								
is required before decision to accept	97	24	22	5	57	14	18	4
is not required before decision to accept	101	25	172	42	132	32	164	40
not applicable/missing	210	51	214	53	219	54	226	55

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages may not sum to 100% due to rounding.

Table 20

Responsibility for Conducting Face-to-Face Interviews by Level and Type of Program in U.S. Graduate Departments of Psychology: 1988-89

Interviewer	Doctoral		Master's	
	Health Service Provider (N=97) %	Other (N=22) %	Health Service Provider (N=57) %	Other (N=18) %
Chairperson	23	23	25	33
Other specific faculty member	77	91	72	83
Other faculty in department	80	19	75	78
Current graduate students	66	64	33	39
Other	16	5	12	6

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages will not sum to 100% as departments could choose more than one response.

Table 21

Typical Handling of Costs of Formal Face-to-Face Interviews by Level and Type of Program in U.S. Graduate Departments of Psychology: 1988-89

Procedure	Doctoral		Master's	
	Health Service Provider (N = 97) %	Other (N = 22) %	Health Service Provider (N = 57) %	Other (N = 18) %
Department reimburses applicant for all costs	0	4	0	0
Department reimburses applicant for some of the costs	10	23	0	0
Department does not cover any of costs	87	64	96	94
Not applicable/missing	3	9	4	6

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages may not sum to 100% due to rounding.

Table 22

Practices of U.S. Graduate Departments of Psychology That Do Not Require Face-to-Face Interviews Prior to Acceptance by Level and Type of Department: 1988-89

Procedure	Doctoral		Master's	
	Health Service Provider (N=311) %	Other (N=386) %	Health Service Provider (N=351) %	Other (N=390) %
Interview applicants by phone before acceptance	21	22	10	10
Arrange formal interviews for applicants who plan to visit departments	21	25	16	16
Encourage applicants to visit programs	19	30	24	25
Encourage those who have been accepted to visit before making final decision	21	30	17	16

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. Percentages will not sum to 100% because departments could choose more than one response.

Alternative procedures. A question was included in the 1988-89 departmental Survey for those departments that do not require face-to-face interviews in order to obtain information on what other procedures they follow with respect to interviews or visits by applicants.

Less than a quarter of doctoral health service provider programs responded that they used phone interviews, arranged formal interviews for applicants who plan to visit, encouraged applicants to visit or encouraged those who have been accepted to visit prior to making a final decision. About one fourth of the other doctoral programs did arrange interviews for students who planned to visit and encouraged visits from applicants and those who had been accepted. Master's programs also used a mix of approaches, most frequently relying on encouraging applicants to visit. The use of telephone interviews did not appear to be as frequent among master's programs as among the doctoral programs.

GRADUATE STUDENT APPLICATIONS, ACCEPTANCES, ENROLLMENTS AND ATTRITION

Tables 23 through 27 present data on applications, acceptances and enrollments in graduate departments of psychology. Specifically, Table 23 contains rates which were based on figures from Fall 1987; while Tables 24 through 26 present the numbers on which these rates were based. Table 27 presents an overview of first year enrollments during the last decade.

The numbers of students who applied, were accepted and enrolled varied according to a number of factors. One is that by their very nature, certain subfields require doctoral-level training (e.g. cognitive, developmental, neuroscience) with the result that numbers at the master's level will be smaller than at the doctoral level, due to the fact that students enroll initially in a doctoral program rather than earning a master's degree first. A second factor influencing the numbers is perceived opportunity (popularity) in certain subfields. The most "popular" subfields in terms of total applicants were clinical, counseling, industrial/organizational and social/personality psychology at the doctoral level and counseling, clinical, industrial/organizational and school psychology at the master's level.

Applications, Acceptances and Enrollments

U.S. doctoral programs. As indicated in Tables 23, acceptance rates (ratio of those accepted to applicants) were higher in those fields showing no or low growth in the past ten years than in those fields that have experienced growth (e.g., clinical, counseling, I/O). This is logical given that the fields showing growth have experienced a substantial burgeoning in the number of applicants with the result that departments may not have the capacity to absorb the increased numbers. With the exception of clinical, counseling, community and I/O, acceptance rates were greater than 20 percent.

Table 23

Acceptance and Enrollment Rates in the Fall of 1987
in U.S. Graduate Departments of Psychology
by Degree Level and Program Area: 1988-89

Program Area	Doctoral		Master's	
	Acceptance	Enrollment	Acceptance	Enrollment
Health Service Provider Subfields				
Clinical				
Median	.10	.62	.57	.69
Q1-Q3	.06-.17	.47-.91	.41-.82	.56-.90
N	133	134	70	70
Counseling				
Median	.16	.85	.61	.88
Q1-Q3	.10-.25	.66-1.0	.39-.80	.67-1.0
N	47	46	63	61
School				
Median	.46	.93	.61	.88
Q1-Q3	.25-.78	.71-1.0	.44-.86	.75-1.0
N	29	27	62	63
Research Subfields				
Cognitive				
Median	.32	.50	a	a
Q1-Q3	.17-.50	.34-.67	a	a
N	55	52	3	4
Community				
Median	a	a	.68	.98
Q1-Q3	a	a	.47-.72	.69-1.0
N	4	4	10	10
Developmental				
Median	.30	.63	.60	1.0
Q1-Q3	.17-.39	.43-1.0	.50-.85	.71-1.0
N	62	61	14	12
Educational				
Median	.50	.82	.75	.66
Q1-Q3	.34-.69	.43-1.0	.50-.98	.48-1.0
N	24	22	20	18
Experimental				
Median	.35	.63	.79	.82
Q1-Q3	.25-.58	.45-.88	.55-.96	.63-1.0
N	65	60	42	41
Industrial-organizational				
Median	.17	.50	.57	.70
Q1-Q3	.09-.34	.31-.73	.41-.75	.50-.95
N	46	46	43	43

(Continued)

Table 23 (Continued)

Acceptance and Enrollment Rates in the Fall of 1987
in U.S. Graduate Departments of Psychology
by Degree Level and Program Area: 1988-89

Program Area	Doctoral		Master's	
	Acceptance	Enrollment	Acceptance	Enrollment
Neuroscience/Physiological/ Comparative/Biopsychology				
Median	.35	.50	a	a
Q1-Q3	.24-.50	.40-.67	a	a
N	55	55	6	5
Psychometrics/Quantitative				
Median	.57	.68	a	a
Q1-Q3	.38-.89	.31-1.0	a	a
N	21	18	7	6
Social/Personality				
Median	.24	.50	.67	a
Q1-Q3	.15-.44	.36-.69	.58-1.0	a
N	71	67	10	7
Other				
Median	.29	.75	.71	.82
Q1-Q3	.18-.46	.50-1.0	.46-.86	.62-1.0
N	49	47	59	58
Other				
Median	.40	1.0	.57	1.0
Q1-Q3	.17-.78	.65-1.0	.40-1.0	.67-1.0
N	13	10	12	12
Total				
Median	.18	.63	.59	.77
Q1-Q3	.11-.33	.47-.87	.41-.75	.59-.93
N	236	237	226	227

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] Summary statistics are not reported when N is less than 10

Note. Acceptance rates are ratios of acceptances to applicants, while enrollment rates are the ratios of enrollments to acceptances.

Enrollment rates (proportion of those enrolled to those accepted) were higher than acceptance rates. For the most part, the data indicated that departments enrolled at least half of the students they accept.

At the doctoral-level, for the subfields of school, clinical and developmental psychology, the ratio of acceptances to applicants was lower for departments in public institutions than for departments in private institutions. These ratios were higher for departments in public institutions in the subfields of cognitive, educational, experimental, neurosciences/physiological/comparative/biopsychology, and psychometrics/quantitative psychology than they were for departments in private institutions.

In general, the ratios of acceptances to applicants were lower for the health service provider subfields in departments in public institutions than in private institutions while for non health service provider subfields these ratios were higher for departments in public institutions as opposed to private institutions.

U.S. master's programs. At the master's level, acceptance rates (number accepted to number applied) are no higher in the fields that have experienced growth in the last ten years than in the fields that have remained stable or declined. In general, at least half if not more of the students applying were accepted. Similar to the pattern found in doctoral-level programs, enrollment rates in master's-level programs are higher than acceptance rates.

The acceptance rates were lower in master's departments in public than in private institutions in the areas of clinical and counseling psychology. The rates were higher for departments in public institutions in the areas of developmental and school psychology.

Enrollment rates were higher in master's departments in public than in private institutions in the subfields of clinical, counseling, developmental, experimental and school psychology.

Overview of Enrollment Trends Since 1974-75

In order to gain some idea of trends in psychology, periodically questions are repeated in the Departmental Surveys. In 1974-75, and again in 1979-80, the departments were asked for data on first year full-time doctoral enrollments. These data can be compared to the numbers derived from the questions on the 1988-89 survey which asked about applications, acceptances and enrollments by subfield in 1987. Percent changes in full-time doctoral enrollments between 1974-75 and 1979-80, and between 1979-80 and 1988-89, are presented below in Table 27.

Generally, clinical, community and school psychology were the only fields to experience an increase in first year full-time enrollment between 1974-75 and 1978-79. All other subfields showed declines. However, these declines varied, such that we find minor declines (less than 10%) in industrial-organizational and cognitive psychology. The larger declines (greater than 25%) were noted for the subfields of educational, physiological/comparative, psychometrics/quantitative, and experimental psychology. Moderate declines occurred for counseling, developmental, and social/personality psychology.

Over the last ten years, between 1978-79 and 1987-88, shifts have occurred in the fields exhibiting increases or decreases. Enrollments in clinical, cognitive, industrial/organizational, physiological/comparative, and school psychology have increased. The increases vary, from lows of 6% for school and 8% for clinical to highs of 61% for industrial-organizational and 113% for cognitive psychology.

Decreases in enrollments were noted for the fields of community, counseling, developmental, educational, experimental, psychometrics/quantitative, and social/personality psychology. These varied from a 56% decrease for educational psychology to a smaller decrease of 4% for developmental psychology. Overall, despite decreases in many of the "research" subfields, enrollments in psychology increased almost 17% between 1978-79 and 1987-88.

With the exceptions of cognitive, industrial/organizational, and physiological/comparative psychology; all fields showing a decrease in enrollments in the earlier period, continued to decrease between 1979-80 and 1987-88. On the other hand, the health service provider subfields, with the exception of counseling psychology, exhibited enrollment growth during this period.

These subfield trends in first year doctoral enrollments between the mid-1970s and late 1980s are consistent with other data which indicate that the majority of growth in psychology has been in the health service provider subfields (National Research Council, 1989). Additionally, growth in the neuroscience specialties has led to increasing numbers in the more general physiological/comparative subfields. Finally, growth in subfields with potential for applied efforts such as industrial-organizational psychology has characterized psychology. It is important to bear in mind that this discussion has been based on responses of the departments to the survey rather than a complete count of the departments, thus these enrollment figures actually underrepresent the number of students enrolled in each subfield.

Table 24

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Health Service Provider Fields						
Clinical						
Sum	25,648	3,098	1,939	2,624	1,260	907
Median	172	16	10	30	16	10
Q1-Q3	126-252	10-26	6-14	17-45	11-23	7-16
N depts	134	135	137	71	70	73
Counseling						
Sum	3,947	505	372	4,027	2,413	2,057
Median	68	10	8	40	20	15
Q1-Q3	40-107	7-14	6-10	21-84	10-38	8-29
N depts	48	48	46	63	64	64
School						
Sum	616	271	182	1,219	633	526
Median	13	5	4	15	10	7
Q1-Q3	4-26	2-10	3-7	10-21	5-14	4-10
N depts	29	32	30	63	64	65
Subtotal						
Sum	30,211	3,874	2,493	7,870	4,406	3,490
Median	153	15	9	35	18	12
Q1-Q3	72-239	9-23	6-14	20-61	11-30	8-24
N depts	184	185	185	153	153	156
Research Fields						
Cognitive						
Sum	1,367	374	184	16	19	17
Median	20	5	3	3	5	2
Q1-Q3	9-32	3-9	1-5	0-12	2-8	1-6
N depts	57	59	59	3	4	6
Community						
Sum	48	13	11	280	166	251
Median	10	2	2	21	12	12
Q1-Q3	6-13	1-4	1-4	10-48	6-24	3-26
N depts	5	5	5	10	10	13
Developmental						
Sum	1,462	404	218	153	88	72
Median	18	6	3	5	3	2
Q1-Q3	11-29	2-8	1-4	2-10	2-6	0-5
N depts	70	71	71	16	17	17
Educational						
Sum	249	134	75	293	251	187
Median	9	4	2	7	5	3
Q1-Q3	5-14	2-7	1-5	4-12	3-11	1-6
N depts	25	26	23	23	24	22
Experimental						
Sum	1,315	452	242	543	345	242
Median	15	4	3	7	6	4
Q1-Q3	7-25	2-9	1-5	2-17	2-9	1-7
N depts	76	76	76	47	47	48

(Continued)

Table 24 (Continued)

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Industrial/ organizational						
Sum	2,386	419	201	1,076	568	396
Median	40	8	4	22	10	7
Q1-Q3	18-77	5-12	2-5	10-35	5-20	3-12
N depts	47	49	50	43	44	47
Neuroscience/ Physiological/ Comparative/Bio- psychology						
Sum	1,220	406	204	34	24	19
Median	17	5	3	4	3	2
Q1-Q3	10-26	3-8	1-5	1-4	1-3	1-3
N depts	60	62	64	7	7	9
Psychometrics/ Quantitative						
Sum	160	96	46	15	18	7
Median	5	2	1	2	1	1
Q1-Q3	2-9	1-4	0-2	1-4	1-2	0-1
N depts	27	29	28	7	9	8
Social/Personality						
Sum	2,011	481	219	45	24	16
Median	23	5	2	3	2	1
Q1-Q3	11-33	3-9	1-4	1-5	1-3	0-2
N depts	75	76	77	12	12	13
Subtotal						
Sum	10,218	2,779	1,400	2,455	1,503	1,207
Median	40	13	7	15	9	6
Q1-Q3	17-87	6-22	4-11	6-31	4-19	2-13
N depts	164	167	165	107	109	113
Other, not specified						
Sum	1,337	423	252	1,376	917	595
Median	13	4	3	14	8	5
Q1-Q3	6-32	2-12	1-6	5-28	4-16	2-12
N depts	62	63	63	68	71	73
Grand Total[a]						
Sum	41,880	7,030	4,156	12,932	7,300	5,664
Median	140	22	14	38	20	15
Q1-Q3	55-265	12-38	8-21	20-70	10-38	7-26
N depts	238	241	240	226	231	235

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 380 departments that responded to the survey and reported application, acceptance, and enrollment figures.

[a]Grand totals include individuals whose program areas were not reported.

Table 25

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Public Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Health Service Provider Fields						
Clinical						
Sum	17,475	1,406	823	1,976	869	605
Median	180	15	9	30	14	10
Q1-Q3	150-258	10-22	7-12	18-43	12-21	8-15
N depts	84	85	86	51	50	52
Counseling						
Sum	3,290	431	309	2,351	1,131	942
Median	68	10	8	40	19	15
Q1-Q3	40-110	7-14	6-10	21-78	12-30	10-26
N depts	40	40	38	43	44	42
School						
Sum	370	151	109	939	497	411
Median	11	5	4	15	8	7
Q1-Q3	4-26	2-8	2-6	9-21	5-13	4-10
N depts	24	27	25	52	53	54
Subtotal						
Sum	21,135	1,988	1,241	5,266	2,497	1,958
Median	153	14	9	37	17	12
Q1-Q3	72-239	9-22	7-12	20-58	12-28	8-22
N depts	126	127	126	108	108	109
Research Fields						
Cognitive						
Sum	853	271	136	16	19	17
Median	19	6	3	3	5	3
Q1-Q3	9-32	3-10	1-6	0-12	2-8	1-6
N depts	38	40	40	3	4	5
Community						
Sum	38	11	10	202	112	199
Median	11	2	2	21	12	12
Q1-Q3	4-13	1-5	1-5	12-43	6-19	3-23
N depts	4	4	4	8	8	10
Developmental						
Sum	1,032	269	155	139	81	67
Median	17	5	3	5	3	2
Q1-Q3	10-30	2-7	1-4	2-9	2-7	2-5
N depts	49	50	50	14	14	14
Educational						
Sum	191	103	52	230	199	154
Median	9	5	3	6	5	3
Q1-Q3	5-14	3-7	1-5	3-10	2-7	1-5
N depts	19	20	17	20	21	19
Experimental						
Sum	1,048	383	198	462	291	215
Median	15	5	3	6	5	4
Q1-Q3	10-26	3-10	1-5	2-18	2-11	1-8
N depts	58	59	58	39	39	40

(Continued)

Table 25 (continued)

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Public Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Industrial/ organizational						
Sum	2,074	323	143	874	447	283
Median	44	8	4	22	10	7
Q1-Q3	23-84	5-12	1-5	13-38	6-19	4-11
N depts	38	40	40	33	34	35
Neuroscience/ Physiological/ Comparative/Bio-psychology						
Sum	931	336	167	16	12	11
Median	17	6	3	3	2	2
Q1-Q3	10-27	4-9	1-5	1-4	1-3	0-3
N depts	45	46	48	6	6	7
Psychometrics/ Quantitative						
Sum	117	72	28	15	18	7
Median	5	3	1	2	1	1
Q1-Q3	2-10	1-5	0-2	1-4	1-2	0-1
N depts	18	20	19	7	9	8
Social/Personality						
Sum	1,519	384	176	25	14	8
Median	25	6	3	2	1	0
Q1-Q3	12-34	3-10	2-4	1-5	0-3	0-2
N depts	55	56	56	8	8	9
Subtotal						
Sum	7,803	2,152	1,065	1,979	1,193	981
Median	39	14	7	15	8	6
Q1-Q3	15-89	6-23	4-12	6-30	4-16	2-13
N depts	119	122	119	83	85	86
Other						
Sum	972	325	191	888	639	353
Median	16	4	3	14	8	5
Q1-Q3	6-36	2-14	1-6	4-30	4-14	2-10
N depts	40	41	41	42	45	45
Grand Total[a]						
Sum	29,504	4,465	2,558	8,778	4,778	3,602
Median	140	23	14	41	19	13
Q1-Q3	56-265	11-36	9-21	20-74	10-38	7-28
N depts	160	163	161	156	161	161

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 256 departments that responded to the survey and reported application, acceptance, and enrollment figures.

[a]Grand totals include individuals whose program areas were not reported.

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Private Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Health Service Provider Fields						
Clinical						
Sum	8,173	1,692	1,116	648	391	302
Median	166	18	12	26	19	10
Q1-Q3	78-242	11-48	6-32	11-50	5-27	4-22
N depts	50	50	51	20	20	21
Counseling						
Sum	657	74	63	1,676	1,282	1,115
Median	66	9	8	45	26	16
Q1-Q3	24-98	6-14	5-12	18-86	8-63	8-49
N depts	8	8	8	20	20	22
School						
Sum	246	120	73	280	136	115
Median	18	10	10	20	10	10
Q1-Q3	12-102	4-50	4-28	14-30	8-20	7-19
N depts	5	5	5	11	11	11
Subtotal						
Sum	9,076	1,886	1,252	2,604	1,809	1,532
Median	152	17	12	35	20	16
Q1-Q3	69-239	11-45	6-27	16-68	8-34	8-26
N depts	58	58	59	45	45	47
Research Fields						
Cognitive						
Sum	514	103	48	-	-	-
Median	24	4	2	-	-	-
Q1-Q3	9-38	3-9	1-4	-	-	-
N depts	19	19	19	0	0	1
Community						
Sum	-	-	-	-	-	52
Median	-	-	-	-	-	3
Q1-Q3	-	-	-	-	-	0-48
N depts	1	1	1	2	2	3
Developmental						
Sum	430	135	63	14	7	5
Median	18	6	3	7	2	0
Q1-Q3	14-27	2-8	2-4	-	0-5	0-5
N depts	21	21	21	2	3	3
Educational						
Sum	58	31	23	63	52	33
Median	8	2	2	20	18	14
Q1-Q3	4-15	1-11	1-7	0-31	0-25	0-16
N depts	6	6	6	3	3	3
Experimental						
Sum	267	69	44	81	54	27
Median	14	2	2	9	8	3
Q1-Q3	4-25	1-4	0-4	3-16	2-9	1-6
N depts	18	17	18	8	8	8

(Continued)

Table 26 (continued)

Number of Students Who Applied to, Were Accepted by, and Enrolled in U.S. Private Doctoral and Master's Programs in the Fall of 1987, by Program Area: 1988-89

Program Area:	US Doctoral Programs			US Master's Programs		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Industrial/ organizational						
Sum	312	96	58	202	121	113
Median	34	8	5	24	14	10
Q1-Q3	12-55	4-18	3-8	3-36	2-21	1-19
N depts	9	9	10	10	10	12
Neuroscience/ Physiological/ Comparative/Bio- psychology						
Sum	289	70	37	-	-	8
Median	21	4	2	-	-	4
Q1-Q3	10-25	3-6	1-4	-	-	-
N depts	15	16	16	1	1	2
Psychometrics/ Quantitative						
Sum	43	24	18	-	-	-
Median	5	2	1	-	-	-
Q1-Q3	2-6	1-4	0-2	-	-	-
N depts	9	9	9	0	0	0
Social/Personality						
Sum	492	97	43	20	10	8
Median	19	4	2	4	2	2
Q1-Q3	10-33	1-7	0-3	2-9	1-4	1-4
N depts	20	20	21	4	4	4
Subtotal						
Sum	2,415	627	335	476	310	246
Median	47	13	7	14	9	4
Q1-Q3	22-79	6-18	4-9	5-34	3-21	2-17
N depts	45	45	46	24	24	27
Other						
Sum	365	98	61	488	278	242
Median	12	3	2	16	8	5
Q1-Q3	9-21	1-6	0-3	6-25	4-16	2-13
N depts	22	22	22	26	26	28
Grand Total[a]						
Sum	12,376	2,565	1,598	4,154	2,522	2,062
Median	133	22	13	36	20	16
Q1-Q3	53-262	13-43	8-22	20-67	9-39	7-25
N depts	78	78	79	70	70	74

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

Note. These data are based on information provided by 124 departments that responded to the survey and reported application, acceptance, and enrollment figures.

[a]Grand totals include individuals whose program areas were not reported.

Table 27

Comparison of First Year Full-Time Enrollments in U.S. Graduate Departments of Psychology by Subfield: 1974-75 vs. 1979-80, 1979-80 vs. 1987-88

	Number of FT Students		Percent Change	Number of FT Students	Percent Change
Subfield	1974-75	1979-80	1974-75 vs. 1979-80	1987-88	1979-80 vs. 1987-88
Clinical	1,036	1,109	+7.0	1,939	+7.5
Counseling	442	388	-12.2	372	-4.1
School	136	171	+25.7	182	+6.4
Cognitive	92	86	-6.5	184	+113.0
Community	17	18	+5.9	11	-38.0
Developmental	266	227	-14.7	218	-3.9
Educational	253	170	-32.8	75	-55.8
Experimental	392	270	-31.1	242	-10.3
Industrial/Organizational	132	125	-5.3	201	+60.8
Physiological/Comparative	201	128	-36.3	204	+59.4
Psychometrics/Quantitative	80	53	-33.8	46	-13.2
Social/Personality	282	233	-17.4	219	+6.4
Other	326	342	+4.9	252	-26.3
TOTALS	4,191	3,558	-15.1	4,156	+16.8

Source: Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology, 1974-1975, 1979-80, 1988-89.

Note. Number of students in the row totals below the first two columns will not equal the sum of the numbers in the column since several departments reported only totals and no subfield distributions.

Current Enrollments in U.S. Graduate Departments of Psychology

Doctoral Enrollments. Data on the enrollment of full-time doctoral students in graduate departments of psychology by subfield and year in program are presented in Tables 28, 29, and 30. Just over two thirds of all full-time doctoral students were located in public colleges and universities. The majority of (56%) full-time doctoral students were receiving training in the health service provider subfields (e.g. clinical, counseling, school and other subfields which train students to provide direct health/mental health services). This was slightly lower than the proportion reported in 1987-88 (61%). There were few differences among the subfields by year in program or by type of institution.

The distribution of students between health service provider subfields and other subfields in psychology for public institutions was almost evenly split. Almost half (48%) of the full-time doctoral students in public institutions were in health service provider subfields, some 42% were located in other psychological subfields and fields outside psychology, while 9% had no subfield specified.

The situation was somewhat different in private colleges and universities. The vast majority (71%) of full-time doctoral students in private colleges and universities were training in the health service provider subfields, primarily due to the fact that the professional schools fall into this category. There were few students located in other psychological subfields and fields outside psychology in psychology departments in private institutions in comparison to the number in these fields in public colleges and universities (23% vs. 42% respectively).

Master's Enrollments. Tables 31 through 33 present data on the enrollment of full-time master's students in graduate departments of psychology by subfield and year in the program. As was true for doctoral students, there were few differences among the subfields by year in program or by type of institution.

Almost three fourths of full-time master's students were located in public colleges and universities in 1988-89. Similar to doctoral students, the majority (57%) of full-time master's students were training in the health service provider subfields.

Unlike the situation at the doctoral-level in public institutions, the single largest proportion of full-time master's students (50%) in public colleges and universities were in the health service provider subfields, while just over one fourth (27%) were found in other subfields in psychology. Some of this difference may be explainable by the relatively high proportion of master's students for whom subfield was "not specified" (17%).

Table 28

Major Subfield Area of Doctoral Students Enrolled
Full Time in All U.S. Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	2,187	8,394	132	10,713
Row %	20	78	1	100
Column %	56	58	15	56
Other Subfields in Psychology:[b]	1,512	5,082	75	6,669
Row %	23	76	1	100
Column %	38	35	9	35
Other Fields:[c]	79	194	2	275
Row %	29	71	1	100
Column %	2	1	*	1
Not Specified:	156	749	672	1,577
Row %	10	47	43	100
Column %	4	5	76	8
Total:	3,934	14,419	881	19,234
Row %	20	75	5	100
Column %	100	100	100	100

Note. These data are based on information provided by 261 departments that responded to the 1988-89 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

*Less than 1.

Table 29

Major Subfield Area of Doctoral Students Enrolled Full Time in U.S. Public Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,204	4,891	72	6,167
Row %	20	79	1	100
Column %	47	51	12	48
Other Subfields in Psychology:[b]	1,183	3,994	19	5,196
Row %	23	77	*	100
Column %	46	41	3	40
Other Fields:[c]	76	187	2	265
Row %	29	71	*	100
Column %	3	2	*	2
Not Specified:	115	568	522	1,205
Row %	10	47	43	100
Column %	4	6	85	9
Total:	2,578	9,640	615	12,833
Row %	20	75	5	100
Column %	100	100	100	100

Note. These data are based on information provided by 177 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

*Less than 1.

Table 30

Major Subfield Area of Doctoral Students Enrolled
Full Time in U.S. Private Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	983	3,503	60	4,546
Row %	22	77	1	100
Column %	72	73	23	71
Other Subfields in Psychology:[b]	329	1,088	56	1,473
Row %	22	74	4	100
Column %	24	23	21	23
Other Fields:[c]	3	7	0	10
Row %	30	70	0	100
Column %	*	*	0	*
Not Specified:	41	181	150	372
Row %	11	49	40	100
Column %	3	4	56	6
Total:	1,356	4,779	266	6,401
Row %	21	75	4	100
Colum %	100	100	100	100

Note. These data are based on information provided by 87 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

*Less than 1.

Considering private colleges and universities, it is evident from the data in Table 33 that the trend toward a concentration in the health service provider subfields noted at the doctoral level also was present at the master's level. Almost three fourths of full-time master's students in private institutions were in the health service provider subfields, while only 17% were in other subfields in psychology. In this case, the proportion of students for whom subfield was not specified is not large enough to have any consequence for the differences between subfields.

Current Enrollments in Canadian Graduate Departments of Psychology

Tables 34 and 35 contain data on enrollments of master's and doctoral students in Canadian departments of psychology by year in the program. Unlike the U.S. programs, Canadian doctoral students are almost evenly split between the health service provider and other subfields in psychology. Most of the first year students were not training in health service provider subfields.

At the master's level, data were more difficult to interpret due to a larger proportion of students for whom subfield was not specified. However, again almost equal proportions of master's students are found in the health service provider and other subfields in psychology.

Attrition Rates of Full-time Graduate Students

U.S. graduate departments of psychology. Table 36 presents data on the attrition of full-time students from U.S. master's and doctoral programs in 1988-89. More than half of the doctoral students who began a course of study in the Fall of 1982 had finished their graduate work and had been awarded a degree. About one fourth were still enrolled and actively working toward the doctorate. The third largest group included those who had formally left the program but who did not complete the doctorate. Finally, a very small percentage was still in the program but was not working toward the degree.

Although the differences between public and private departments at the doctoral-level were not large, doctoral students in private institutions were slightly more likely to have been awarded a doctorate than were students in public universities and colleges. Based on the proportion of graduate students who left without completing the degree or who were not making progress within the program, attrition was somewhat higher in departments in public than it was in private institutions.

More than half of the master's students who began full-time study in master's programs in the Fall of 1985 had been awarded a master's degree by 1988-89 (68%). Some 15% were still enrolled in the program and working toward the degree, while nine percent had dropped out altogether. Students enrolled in departments in private institutions were somewhat more likely than students in departments located in public institutions to have earned a master's degree by 1988-89 (73% vs 66%).

Table 31

Major Subfield Area of Master's Students Enrolled
Full Time in All U.S. Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	2,615	2,687	81	5,383
Row %	49	50	2	100
Column %	60	58	16	57
Other Subfields in Psychology:[b]	1,054	1,134	94	2,282
Row %	46	50	4	100
Column %	24	24	18	24
Other Fields:[c]	258	262	4	524
Row %	49	50	*	100
Column %	6	6	*	6
Not Specified:	403	587	340	1,330
Row %	30	44	26	100
Column %	9	13	66	14
Total:	4,330	4,670	519	9,519
Row %	45	49	5	100
Column %	100	100	100	100

Note. These data are based on information provided by 261 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 32

Major Subfield Area of Master's Students Enrolled
Full Time in U.S. Public Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program			
	First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	1,628	1,749	29	3,406
Row %	48	51	1	100
Column %	54	51	7	50
Other Subfields in Psychology:[b]	825	928	72	1,825
Row %	45	51	4	100
Column %	28	27	17	27
Other Fields:[c]	196	235	0	431
Row %	45	55	0	100
Column %	7	7	0	6
Not Specified:	351	491	329	1,171
Row %	30	42	28	100
Column %	12	14	77	17
Total:	3,000	3,403	430	6,833
Row %	44	50	6	100
Column %	100	100	100	100

Note. These data are based on information provided by 183 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 33

Major Subfield Area of Master's Students Enrolled
Full Time in U.S. Private Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	987	938	52	1,977
Row %	50	47	3	100
Column %	74	74	58	74
Other Subfields in Psychology:[b]	229	206	22	457
Row %	50	45	5	100
Column %	17	16	25	17
Other Fields:[c]	62	27	4	93
Row %	67	29	4	100
Column %	5	2	4	3
Not Specified:	52	96	11	159
Row %	33	60	7	100
Column %	4	8	12	6
Total:	1,330	1,267	89	2,686
Row %	50	47	3	100
Column %	100	100	100	100

Note. These data are based on information provided by 78 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a] This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b] Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c] Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 34

Major Subfield Area of Doctoral Students Enrolled Full Time in All Canadian Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	86	354	0	440
Row %	20	80	0	100
Column %	40	51	0	47
Other Subfields in Psychology:[b]	113	315	16	444
Row %	25	71	4	100
Column %	53	45	100	48
Other Fields:[c]	0	0	0	0
Row %	0	0	0	0
Column %	0	0	0	0
Not Specified:	15	30	0	45
Row %	33	67	0	100
Column %	7	4	0	5
Total:	214	699	16	929
Row %	23	75	2	100
Column %	100	100	100	100

Note. These data are based on information provided by 16 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 35

Major Subfield Area of Master's Students Enrolled Full Time in All Canadian Departments by Year in Program: 1988-89

Major Subfield Grouping	Year in Program: First Year	Beyond First Year	Not Specified	Total
Health Service Provider Fields:[a]	136	55	4	195
Row %	70	28	2	100
Column %	47	36	6	38
Other Subfields in Psychology:[b]	69	64	63	196
Row %	35	33	32	100
Column %	24	42	94	38
Other Fields:[c]	0	0	0	0
Row %	0	0	0	100
Column %	0	0	0	0
Not Specified:	85	33	0	118
Row %	72	28	0	100
Column %	29	22	0	23
Total:	290	152	67	509
Row %	57	30	13	100
Column %	100	100	100	100

Note. These data are based on information provided by 12 departments that responded to the 1988-1989 Survey of Graduate Departments in Psychology and that reported full-time doctoral students in psychology programs.

[a]This category includes programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

[b]Includes programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also includes programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

[c]Includes those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

Table 36

Attrition Rates of Students Enrolled Full-time in U.S. and Canadian Doctoral and Master's Programs: 1988-89

Current Status	U.S. Departments			All Canadian Departments
	Public	Private	All	
Total Number of Doctoral Students Who Began Full-time Study in Doctoral Programs in Fall 1982:	2,391	1,003	3,394	161
Percentage Who Currently:	%	%	%	%
Have already been awarded a doctoral degree by the program	51	56	53	33
Are still enrolled in the program and working toward their doctoral degrees (e.g., taking classes, doing predoctoral internships, or working on a dissertation)	27	22	25	45
Are not working toward the degree but have not formally left the program	4	3	4	1
Have formally left the program without completing the doctorate	17	13	16	23
Other status	2	<1	2	1
Number of departments reporting	153	68	221	14
Total Number of Master's Students Who Began Full-Time Study in Master's Programs in Fall 1985:	2,813	1,389	4,202	273
Percentage Who Currently:	%	%	%	%
Have already been awarded a master's degree by the program	66	73	68	82
Are still enrolled in the program and working toward their master's degrees (e.g., taking classes, working on a thesis)	16	12	15	4
Are not working toward the degree but have not formally left the program	7	7	7	1
Have formally left the program without completing the master's	8	10	9	13
Other status	<1	1	1	0
Number of departments reporting	147	70	217	11

Source: 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, APA, and Council of Graduate Departments of Psychology.

Canadian graduate departments of psychology. Data from Canadian departments indicate different patterns than those noted for U.S. graduate departments. The largest single proportion of doctoral students (45%) were still enrolled in the program 6 years after entering and were working toward their doctorates. One third had been awarded a degree by the program, and 23% formally left the program without completing the doctorate. Some of the disparity between the attrition patterns for the U.S. and Canada may be due to the fact that less than half of the Canadian departments responded to this question and thus the results may have been affected by nonresponse bias.

Even fewer Canadian departments reported data on master's-level students, but in this case, unlike doctoral-level programs, just over 80% of the master's students had already been awarded a master's degree. Just over 10% left the program without a master's and only 4% were still enrolled and working toward a degree. Attrition was higher among departments at both the doctoral and master's levels in Canadian departments of psychology. However, at the master's level, students either had completed their degrees or had left the program without a degree. Unlike the U.S. master's students very few Canadian master's students were still working on a degree 3-4 years after enrolling.

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APPENDIX A

Copy of 1988-89 Survey of Graduate Departments of Psychology

American Psychological Association
Council of Graduate Departments of Psychology

1988-89 SURVEY OF GRADUATE DEPARTMENTS OF PSYCHOLOGY

Directions:

- The following items request information on your graduate students, faculty, and various departmental activities. Throughout the survey, the term "departments" is used, although we recognize that this term may not accurately denote your unit. For example, the appropriate term might be "division", "program", or "school". For ease of question wording and readability, "department" has been used to refer to all units which house graduate psychology programs. Similarly, the term "department chair" is used to identify those individuals who have chief administrative responsibility for the programs, although his/her actual title may be different (e.g., "department head" or "dean").

- Some questions in the survey ask that you provide information for major subfield groupings. These are defined as follows:

  Health service provider subfields: Include programs in clinical, counseling, and school psychology, along with other subfields which, as part of the program, train students to provide direct health/mental health services and/or conduct research in these areas.

  Other subfields in psychology: Include programs in such subfields as biopsychology, cognitive, developmental, educational, experimental, industrial/organizational, neuroscience, personality, quantitative, and social psychology. Also include programs which, although interdisciplinary, place a substantial emphasis on psychological theories and methodologies.

  Other fields: Include those programs in fields that are related to psychology. Examples are special education and marriage and family counseling.

- Please answer each question as best you can. Feel free to write an explanation in the margin or on the back of the page. If you have questions, call Georgine Pion, Jessica Kohout, or Marlene Wicherski COLLECT at (202) 955-7680.

- All data you provide are strictly confidential and will be reported in aggregate form only.

- Please keep in mind that we would like an estimate of the number of personhours required to complete the questionnaire (see last page).

- Complete **AS SOON AS POSSIBLE** and return in the self-addressed, business-reply envelope to:

Demographic, Employment, and Educational Research
American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

I. DEPARTMENTAL CHARACTERISTICS

Q-1 In what type of college/school is your department housed? (Check **ONE**)

( ) 1. A COLLEGE/SCHOOL OF ARTS AND SCIENCES WITHIN A UNIVERSITY.
( ) 2. A COLLEGE/SCHOOL OF EDUCATION WITHIN A UNIVERSITY.
( ) 3. A COLLEGE/SCHOOL OF MEDICINE WITHIN A UNIVERSITY/HEALTH SCIENCES CENTER.
( ) 4. A SEPARATE SCHOOL OF PSYCHOLOGY WITHIN A UNIVERSITY.
( ) 5. OTHER TYPE OF COLLEGE/SCHOOL WITHIN A UNIVERSITY. (Specify):_____
_____
( ) 6. A FREE-STANDING SCHOOL OF PSYCHOLOGY.
( ) 7. OTHER, NOT MENTIONED ABOVE. (Specify): _____

Q-2 Indicate **ALL** types of graduate degree programs currently in your department. If you check "Yes" to a degree category, report the number of degrees awarded by your department in 1987-88 (between between July 1, 1987 and June 30, 1988).

TYPE OF DEGREE	AWARDED BY DEPARTMENT Yes	No	NUMBER OF DEGREES AWARDED IN 1987-88
PhD	( )	( )	
PsyD	( )	( )	
EdD	( )	( )	
Master's degree (awarded to students enrolled in doctoral programs)	( )	( )	
Master's degree (awarded as terminal degree)	( )	( )	
Other degree not mentioned above, e.g., RhD, respecialization diploma, etc. (specify): _____	( )	( )	

Q-3 **(FOR DEPARTMENTS WITH DOCTORAL PROGRAMS):** Does your department have psychology programs that admit students seeking only a master's degree?

( ) 1. YES, students are admitted to a master's program that does **NOT** lead to a doctoral degree from the department.
( ) 2. NO, students are admitted **ONLY** to doctoral programs.

Q-4 Does your departme: ard baccalaureate degrees in psychology?

( ) 1. YES — How many baccalaureate degrees were awarded in 1987-88 (between July 1, 1987 and June 30, 1988)? ..... ☐

( ) 2. NO

II. STUDENTS ENROLLED IN DOCTORAL PROGRAMS

In this section, we are asking for information about students enrolled in your doctoral programs. Unless otherwise indicated, the questions pertain to **DOCTORAL STUDENTS ENROLLED AS OF FALL 1988.**

Q-5 Does your department have students currently enrolled in its doctoral programs?

( ) 1. YES
( ) 2. NO ..... **(Skip to Question 15)**

Q-6 How many students are enrolled **FULL TIME** in your doctoral programs? (Be sure to include students away on predoctoral internships and students advanced to candidacy in this total.) ..... ☐

(If you have no full-time doctoral students, skip to Question 12)

IIA. CHARACTERISTICS OF FULL-TIME DOCTORAL STUDENTS

Q-7 Please indicate the number of **FULL-TIME** students enrolled in your doctoral programs by year of study (first year vs. beyond first year) and by major subfield grouping.

[NOTE. REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.]

If it is not possible to report full-time doctoral students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	Beyond First Year	Total
a. Health service provider subfields	☐	☐	☐
b. Other subfields in psychology	☐	☐	☐
c. Other fields	☐	☐	☐
TOTAL, ALL SUBFIELDS	☐	☐	☐

(This total should agree with the total reported in Question 6)

IIB. FINANCIAL SUPPORT FOR FULL-TIME DOCTORAL STUDENTS

Questions 8-12 deal with financial support for **FULL-TIME DOCTORAL** students. They pertain to those traditional mechanisms of support **IN WHICH THE DEPARTMENT PLAYS SOME ROLE** (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, federal and family loans, along with stipends paid by predoctoral internship training sites, **SHOULD NOT BE CONSIDERED.**

Q-8 To the best of your knowledge, how many **FULL-TIME** doctoral students in your program currently receive:

a. Some level of support (e.g., tuition waiver/reduction, fellowship, or assistantship) ☐

b. No support ☐

TOTAL NUMBER OF FULL-TIME DOCTORAL STUDENTS ☐

(This total should agree with the total reported in Question 6)

Q-9 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** doctoral student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the total annual amount for 9 months or 12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.

	First Year		Intermediate Years		Dissertation Year	
Mechanism of Support	Stipend Amount (in $)	Tuition Fully Covered Yes No	Stipend Amount (in $)	Tuition Fully Covered Yes No	Stipend Amount (in $)	Tuition Fully Covered Yes No
Teaching Assistantship						
9-month	$	( ) ( )	$	( ) ( )	$	( ) ( )
12-month	$	( ) ( )	$	( ) ( )	$	( ) ( )
Research Assistantship						
9-month	$	( ) ( )	$	( ) ( )	$	( ) ( )
12-month	$	( ) ( )	$	( ) ( )	$	( ) ( )
Fellowship						
9-month	$	( ) ( )	$	( ) ( )	$	( ) ( )
12-month	$	( ) ( )	$	( ) ( )	$	( ) ( )

Q-10 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a doctoral student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with this assistantship. **BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 10,** what is the **TYPICAL** amount of time **(IN HOURS)** expected of a doctoral student who has a:

a. Teaching assistantship..... ☐ **hours per week**

b. Research assistantship..... ☐ **hours per week**

Q-11 Indicate the **MOST ATTRACTIVE** (in terms of total dollar worth) financial aid "package" that you offered an individual student whom you had accepted into your **DOCTORAL** program this year, i.e., a student who would have entered your program in Fall 1988. Indicate the cost of any direct or in-direct tuition assistance, stipend, and any other form of financial aid (e.g, summer support, special scholarships, etc.). Do **NOT** include loans in this package.

TUITION ASSISTANCE		STIPEND		OTHER TYPE OF FINANCIAL SUPPORT		TOTAL AMOUNT OF FINANCIAL AID PACKAGE
$	+	$	+	$	=	$

IIC. CHARACTERISTICS OF PART-TIME DOCTORAL STUDENTS

Q-12 Does your department have students currently enrolled **PART TIME** in its doctoral programs? Do **NOT** include students who are predoctoral interns or who have been advanced to candidacy in this number.

( ) 1. YES
( ) 2. NO..... **(Skip to Question 15)**

Q-13 How many students are enrolled **PART TIME** in your doctoral programs? **(Do NOT include students advanced to candidacy in this total)** ☐

IID. FINANCIAL SUPPORT FOR PART-TIME DOCTORAL STUDENTS

Q-14 To the best of your knowledge, how many **PART-TIME doctoral students in your program receive:**

a. Some level of support (e.g., tuition waiver/reduction and/or stipend) ☐

b. No support ☐

TOTAL NUMBER OF PART-TIME DOCTORAL STUDENTS ☐

(This total should agree with the number reported in Question 13)

III. STUDENTS ENROLLED IN MASTER'S PROGRAMS

In this section, we are asking for information about students enrolled in your master's programs. Unless otherwise indicated, the questions pertain to **MASTER'S STUDENTS ENROLLED AS OF FALL 1988**. Do **NOT** include those students who are **ENROLLED IN DOCTORAL PROGRAMS BUT WORKING ON A MASTER'S DEGREE AS PART OF THE REQUIREMENTS FOR THE DOCTORATE**.

Q-15 Does your department have students in master's programs?

( ) 1. YES
( ) 2. NO - - - - - - - - -**(Skip to Question 25)**

Q-16 How many students are enrolled **FULL TIME** in your master's programs?. . . . . ☐

(If you have no full-time master's students, skip to Question 22)

IIIA. CHARACTERISTICS OF FULL-TIME MASTER'S STUDENTS

Q-17 Please indicate the number of **FULL-TIME** students enrolled in your master's programs by year of study (first year vs. beyond first year) and by subfield grouping.

(NOTE. REFER TO THE DIRECTIONS ON THE COVER PAGE OF THIS SURVEY FOR THE SUBFIELDS INCLUDED IN EACH MAJOR GROUPING.)

If it is not possible to report full-time master's students by major subfield grouping, please provide the **TOTAL** numbers of full-time, first-year students and those beyond their first year of study.

	YEAR IN PROGRAM		
	First Year	Beyond First Year	Total
a. Health service provider subfields	☐	☐	☐
b. Other subfields in psychology	☐	☐	☐
c. Other subfields	☐	☐	☐
TOTAL, ALL SUBFIELDS	☐	☐	☐

(This total should agree with the total reported in Question 16)

IIIB. FINANCIAL SUPPORT FOR FULL-TIME MASTER'S STUDENTS

Questions 18-21 deal with financial support for full-time master's students. They pertain to those trad mechanisms of support **IN WHICH THE DEPARTMENT PLAYS SOME ROLE** (e.g., nominates students for university fellowships, awards teaching/research assistantships, or awards traineeships funded by a federal training grant). In answering these questions, such forms of financial support as federal and family loans **SHOULD NOT BE CONSIDERED.**

Q-18 To the best of your knowledge, how many **FULL-TIME** master's students in your program curren receive:

a. Some level of support (e.g., tuition waiver/reduction, fellowship, or assistantship) ☐

b. support ☐

TOTAL NUMBER OF FULL-TIME MASTER'S STUDENTS ☐

(This total should agree with the total reported in Question 16)

Q-19 Please indicate the amount **TYPICALLY** paid to a **FULL-TIME** master's student in your program for each of the mechanisms of support listed below. Do **NOT** include in these amounts any direct or indirect payment of tuition or tuition waiver. Report the total annual amount for 9 months or 12 months, depending on which is appropriate for your program.

Then, please **CHECK** whether the mechanism of support typically includes tuition assistance that completely covers the cost of tuition for full-time study at your institution. This tuition assistance can be direct or indirect payment of tuition, tuition waiver, etc.).

Mechanism of Support	First Year Stipend Amount (in $)	First Year Tuition Fully Covered Yes	First Year Tuition Fully Covered No	Beyond First Year Stipend Amount (in $)	Beyond First Year Tuition Fully Covered Yes	Beyond First Year Tuition Fully Covered No
Teaching Assistantship						
9-month	$	( )	( )	$	( )	( )
12-month	$	( )	( )	$	( )	( )
Research Assistantship						
9-month	$	( )	( )	$	( )	( )
12-month	$	( )	( )	$	( )	( )
Fellowship						
9-month	$	( )	( )	$	( )	( )
12-month	$	( )	( )	$	( )	( )

Q-20 We are trying to obtain a sense of the "comparability" of teaching and research assistantships across different institutions/departments. For example, a master's student enrolled full time may have a teaching assistantship in which he/she is expected to spend 20 hours per week in activities directly associated with his assistantship. **BASED ON THE STIPEND AMOUNTS FOR TEACHING AND RESEARCH ASSISTANTSHIPS WHICH YOU PROVIDED IN QUESTION 19,** what is the **TYPICAL** amount of time **(IN HOURS)** expected of a master's student who has a:

a. Teaching assistantship..... ☐ **hours per week**

b. Research assistantship..... ☐ **hours per week**

Q-21 Indicate the **MOST ATTRACTIVE** (in terms of total dollar worth) financial aid "package" that you offered an individual student that you had accepted into your **MASTER'S** program this year (i.e., a student who would have entered your program in Fall 1988. (Indicate the cost of any direct or in-direct tuition assistance, stipend, and any other form of financial aid (e.g., summer support, special scholarships, etc.). Do **NOT** include loans in this amount.

TUITION ASSISTANCE		STIPEND		OTHER TYPE OF FINANCIAL SUPPORT		TOTAL AMOUNT OF FINANCIAL AID PACKAGE
$	+	$	+	$	=	$

IIIC. CHARACTERISTICS OF PART-TIME MASTER'S STUDENTS

Q-22 Does your department have students currently enrolled **PART TIME** in its master's programs?

( ) 1. YES
( ) 2. NO..... **(Skip to Question 25)**

Q-23 How many students are enrolled **PART TIME** in your master's programs?..... ☐

IIID. FINANCIAL SUPPORT FOR PART-TIME MASTER'S STUDENTS

Q-24 To the best of your knowledge, how many **PART-TIME** master's students in your program receive:

a. Some level of support (e.g., tuition waiver/reduction and/or stipend) ☐

b. No support ☐

TOTAL NUMBER OF PART-TIME MASTER'S STUDENTS ☐

(This total should agree with the number reported in Question 23)

IV. STUDENT APPLICATIONS AND RETENTION

The next series of questions focus on your department's application and admissions procedures for **FULL-TIME** doctoral and master's students. If your department is **NOT** planning to accept any students for full-time study into its programs (i.e., **TO BEGIN AS FIRST-YEAR STUDENTS IN FALL 1989**), **SKIP TO QUESTION 29.**

Q-25 After examining applicants' qualifications (e.g., GRE scores, overall grade point average, and letters of recommendation), departments may or may not interview a select group of applicants **BEFORE** making the final decision about whether to accept an individual into a program. These interviews may be carried out in different ways (e.g., the use of telephone or "face-to-face" interviews). In addition, different programs within a department may or may not routinely interview applicants; for example, clinical psychology programs may choose to interview their "top-ranked" applicants whereas other programs in the department do not.

For each type of program in your department, check the statement below which best describes how your department will be using face-to-face interviews in its decisions about which students will be accepted into its programs (i.e., **STUDENTS WHO WILL BE ACCEPTED TO BEGIN FULL-TIME STUDY IN AUGUST/SEPTEMBER 1989**).

	DOCTORAL PROGRAM		MASTER'S PROGRAM	
	Health Service Provider (Check one)	Other (Check one)	Health Service Provider (Check one)	Other (Check one)
a. A formal face-to-face interview is required **BEFORE** we decide to accept an applicant into the program.	( )	( )	( )	( )
b. A formal face-to-face interview is **NOT** required before we decide to accept an applicant into the program. . . . . **(Skip to Question 28)**	( )	( )	( )	( )
c. **NOT APPLICABLE**, the department does not have this type of program.	( )	( )	( )	( )

Q-26 **(FOR DEPARTMENTS THAT REQUIRE FACE-TO-FACE INTERVIEWS PRIOR TO ACCEPTANCE):** Typically, who interviews the students? (Check **ALL** that apply.)

( ) CHAIRPERSON
( ) FACULTY PERSON IN CHARGE OF SPECIFIC PROGRAM
( ) OTHER FACULTY IN DEPARTMENT
( ) CURRENT GRADUATE STUDENTS IN PROGRAM
( ) OTHER (specify):_____

Q-27 **(FOR DEPARTMENTS THAT REQUIRE FACE-TO-FACE INTERVIEWS PRIOR TO ACCEPTANCE):** For each type of program in your department, check the statement that best describes how the **COSTS** of face-to-face interviews are handled.

	DOCTORAL PROGRAM		MASTER'S PROGRAM	
	Health Service Provider (Check one)	Other (Check one)	Health Service Provider (Check one)	Other (Check one)
a. The department reimburses the applicant for ALL costs associated with the face-to-face interview.	( )	( )	( )	( )
b. The department reimburses the applicant for only SOME costs associated with the face-to-face interview.	( )	( )	( )	( )
c. The department does NOT reimburse the applicant for any costs associated with the face-to-face interview.	( )	( )	( )	( )
d. NOT APPLICABLE, the department does not have this type of program.	( )	( )	( )	( )

Q-28 **(FOR DEPARTMENTS THAT DO NOT REQUIRE FACE-TO-FACE INTERVIEWS WITH STUDENTS PRIOR TO ACCEPTANCE):** For each type of program, does your department do any of the following? (Check all that apply).

	DOCTORAL PROGRAM		MASTER'S PROGRAM	
	Health Service Provider	Other	Health Service Provider	Other
a. Interview applicants by phone prior to actual acceptance.	( )	( )	( )	( )
b. Arrange formal interviews for applicants who plan to visit the department.	( )	( )	( )	( )
c. Encourage applicants to visit the program.	( )	( )	( )	( )
d. Encourage individuals who have been accepted into the program to visit before deciding which school they wish to attend. . .	( )	( )	( )	( )
e. NOT APPLICABLE, the department does not have this type of program.	( )	( )	( )	( )

Q-29 For each of the following subfields, please indicate the number of doctoral students and the number of master's students who **APPLIED** in the fall of 1987 (i.e., last year) for **FULL-TIME** study. Then indicate the number who were **ACCEPTED** into the program and the number who finally **ENROLLED** into the program (i.e., who actually came to the department). If your department does not have a program in a particular subfield, please leave blank. However, if your department does have a program in a specific subfield , but no students applied, or no applicants were accepted or enrolled, please indicate "0" in the appropriate column.

If it is not possible to give the number of students in each program area, please give the total number of students who applied, who were accepted, and who were admitted.

( ) **NOT APPLICABLE, OUR DEPARTMENT HAS NO FULL-TIME STUDENTS**

SUBFIELD	DOCTORAL PROGRAMS			MASTER'S PROGRAMS		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
Clinical						
Cognitive						
Community						
Counseling						
Developmental						
Educational						
Experimental						
Industrial-organizational						
Neuroscience/Physiological/ Comparative/Biopsychology						
Psychometrics/Quantitative						
School						
Social/Personality						
Other (Specify):_____						
Other (Specify):_____						
TOTAL NUMBER OF INDIVIDUALS						

Q-30 **(FOR DEPARTMENTS WITH DOCTORAL PROGRAMS):** We are interested in obtaining some preliminary information on attrition in graduate programs. First, indicate separately the number of **FULL-TIME DOCTORAL** students who entered your program in Fall 1982. Then indicate their current status in your program.

TOTAL NUMBER OF **DOCTORAL** STUDENTS WHO BEGAN FULL-TIME STUDY IN YOUR DOCTORAL PROGRAMS IN **FALL 1982:** . . . . . ☐

Of these, how many:

a. Have already been awarded a doctoral degree. . . . . ☐

b. Are still enrolled in the program and working toward their doctoral degrees (e.g., taking classes, doing predoctoral internships, or working on a dissertation). . . . . ☐

c. Are **NOT** working toward the degree but have **NOT** formally left the program. . . . . ☐

d. Have formally left the program without completing the doctorate. . . ☐

e. Other (specify):_____ . . . . . ☐

Q-31 **(FOR DEPARTMENTS WITH MASTER'S PROGRAMS THAT ARE NOT PART OF A DOCTORAL PROGRAM):** We are interested in obtaining some preliminary information on attrition in graduate programs. First indicate separately the number of **FULL-TIME MASTER'S** students who entered your program in Fall 1985. Then indicate their current status in your program.

TOTAL NUMBER OF **MASTER'S** STUDENTS WHO BEGAN FULL-TIME STUDY IN YOUR MASTER'S PROGRAMS IN **FALL 1985:** . . . . . ☐

Of these, how many:

a. Have already been awarded a master's degree by the program. . . . . ☐

b. Are still enrolled in the program and working toward their master's degrees (e.g., taking classes, working on a thesis) . . . . . ☐

c. Are **NOT** working toward the degree but have **NOT** formally left the program. . . . . ☐

d. Have formally left the program without completing the master's. . . ☐

e. Other (specify):_____ . . . . . ☐

V. FACULTY AND FACULTY RECRUITMENT

Q-32 How many faculty are there currently in your department? **INCLUDE** faculty members who are on leaves of absence and vacant positions for which you are **CURRENTLY** recruiting. Do **NOT** include visitors from other institutions on temporary appointments, postdoctoral fellows, and graduate teaching assistants. Also exclude faculty who have appointments in your department but who are not paid by your department (e.g., adjunct professors who receive no salary or payment for individual courses taught). For those departments that do **NOT** operate on a tenure system, please enter the number of full- and part-time faculty in "**c**".

	Salaried Faculty		Faculty Paid per Course
	Full-time	Part-time	Part-time
a. Tenured faculty			
b. Tenure-track faculty			
c. Other faculty			
TOTAL NUMBER OF FACULTY POSITIONS			

Q-33 Did you hire any **NEW FULL-TIME, REGULAR** faculty last year who joined your department in fall (Fall 1988) or in January 1989?

( ) 1. YES
( ) 2. NO ..... **(Skip to Question 35)**

Q-34 **(For departments that hired new FULL-TIME, REGULAR faculty)** Recruiting and hiring a new faculty member often involves more than only negotiating a salary. Several other additional costs may be involved such as providing moving expenses, renovating space for the individual's research program, and providing support for the faculty member's research. For each of the **FULL-TIME, REGULAR** faculty who **JOINED YOUR DEPARTMENT DURING THE PAST TWO YEARS (1987-88, AND 1988-89)**, please indicate the field and rank of the faculty member. Then indicate whether certain other components (e.g., research equipment) were part of the final "hiring" package and the approximate cost of each component.

	FACULTY #1	FACULTY #2	FACULTY #3	FACULTY #4	FACULTY #5
FIELD	_____	_____	_____	_____	_____
RANK (Check one)	( ) Full ( ) Assoc. ( ) Asst.	( ) Full ( ) Assoc. ( ) Asst.	( ) Full ( ) Assoc. ( ) Asst.	( ) Full ( ) Assoc. ( ) Asst.	( ) Full ( ) Assoc. ( ) Asst.
TRAVEL FUNDS	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
SUMMER SALARY	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
RESEARCH EQUIPMENT	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
SPACE RENOVATIONS	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
STUDENT ASSISTANTS	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
OTHER:_____	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____
OTHER:_____	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No	( ) Yes ( ) No
Approximate cost	$_____	$_____	$_____	$_____	$_____

Q-35 Approximately how many person hours were required to complete this survey?

[ ] PERSONHOURS

THANK YOU FOR YOUR COOPERATION

APPENDIX B

Appendix Table B-1

Table B-1

Response Rates to the 1988-89 Survey of Graduate Departments of Psychology

	U.S. Departments					Canadian Departments		
	Doctoral		Master's		Total	Doctoral	Master's	Total
	Public	Private	Public	Private				
Number of departments in survey:[a]	240	130	153	74	597	27	6	33
N (%) responding:[b]	179 (75%)	87 (67%)	98 (64%)	42 (57%)	406 (68%)	14 (52%)	4 (67%)	18 (55%)
Department name:								
Psychology	134	70	124	50	378	24	6	30
	119 (89%)	54 (77%)	82 (66%)	35 (70%)	290 (77%)	14 (58%)	4 (67%)	18 (60%)
Educational psychology	32	7	3	0	42	2	0	2
	21 (66%)	1 (14%)	2 (67%)	-	24 (57%)	0 (0%)	-	0 (0%)
Counseling psychology/ Counselor education	30	12	14	11	67	0	0	0
	19 (63%)	7 (58%)	9 (64%)	5 (45%)	40 (60%)	-	-	-
Human development	14	4	1	1	20	0	0	0
	4 (29%)	3 (75%)	1 (100%)	0 (0%)	8 (40%)	-	-	-
Professional school	5	25	0	1	31	0	0	0
	3 (60%)	15 (60%)	-	0 (0%)	18 (58%)	-	-	-
Other[c]	25	12	11	11	59	1	0	1
	13 (52%)	7 (58%)	4 (36%)	2 (18%)	26 (44%)	0 (0%)	-	0 (0%)

Source: Part 2 of 1988-89 Survey of Graduate Departments of Psychology, Office of Demographic, Employment, and Educational Research, American Psychological Association and Council of Graduate Departments of Psychology.

[a] This includes 630 departments listed in Graduate Study in Psychology and Associated Fields 1988.

[b] Refers to departments responding to the portion of the survey that addresses issues other than faculty salaries.

[c] This is a heterogeneous category that includes, for example, school psychology and interdisciplinary programs.

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